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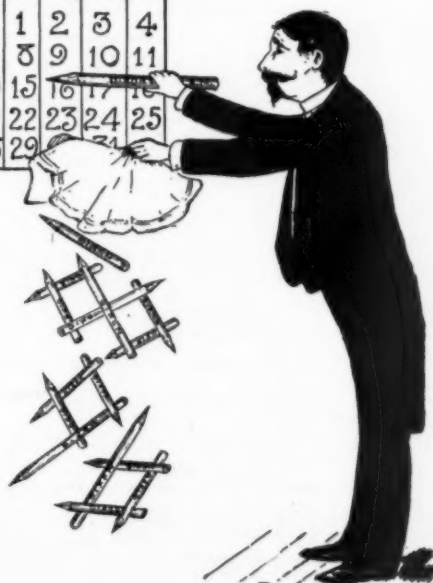
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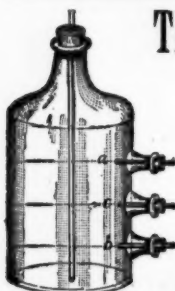
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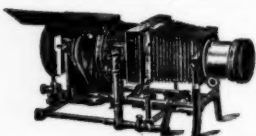
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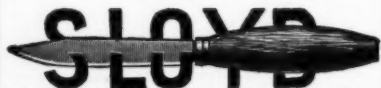
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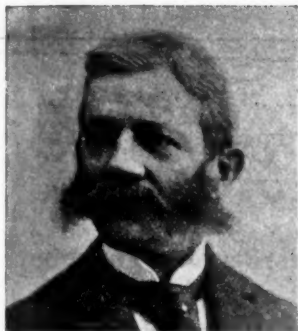
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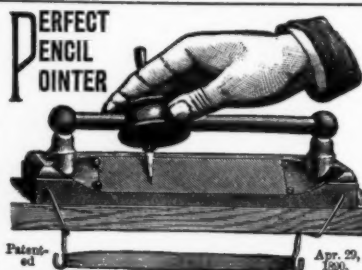


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No. 1

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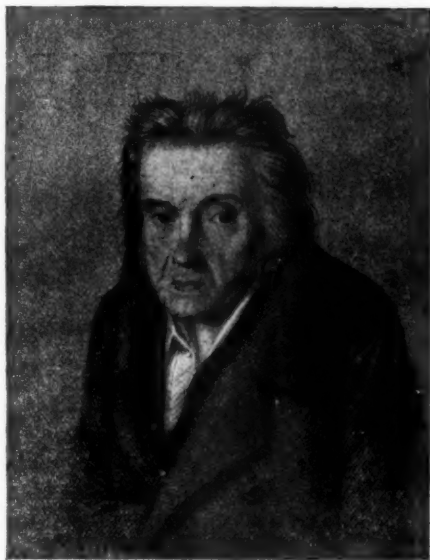
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John Henry Pestalozzi.

150th Anniversary of His Birth.

JANUARY 12, 1746—JANUARY 12, 1896.

On January 12, 1896, the educational world will celebrate the 150th birthday of Pestalozzi. This great and noble teacher is no doubt the most important figure in



Pestalozzi

the history of elementary education, and it is fitting that every educator should take a deep interest in his personality and pedagogical ideas and the wonderful influence of their combination in the development of the common school. Pestalozzi could truly say of himself, that he "turned the car of education quite around." With him the new education which Rabelais, Luther, Ratich, Comenius, Basedow, and many other friends of

the children had labored to establish became a reality. With him the time of reformatory agitation came to an end and an era of pedagogical organizing and systematizing began, an era of philosophic study of the great problems of education.

The world owes Pestalozzi a great debt. The charming Prussian Queen Louise was among the first to recognize it. She said, in 1808, "I am just reading Pestalozzi's *Lienhard and Gertrude*. I feel happy in the midst of this Swiss village. If I could do as I should like to I would order my carriage and drive to Pestalozzi in order to warmly press his hand and to thank him with tears in my eyes. How well he means it with mankind! Yes, in the name of mankind I thank him." It was the heart of the mother that appreciated the true worth of Pestalozzi.

The Pestalozzian ideas struck America like a tidal wave. There would have been no Horace Mann if there had been no Pestalozzi, no Zerah Colburn, no Henry Barnard, no David P. Page; they were disciples of the Swiss teacher. His ideas were not wholly understood; but the bottom fact was dimly grasped—that the educator was but to direct an educative force that existed in the child. Very different was this from the reigning idea that the educator's duty was simply to pour in knowledge. "Let them observe and let them express themselves," says Pestalozzi.

The public school system as it exists to-day is built on Pestalozzian foundations. The people could not have been induced to spend their money on buildings and on teachers as they have done if they had not perceived that education according to these new ideas was in the line of human development. The art of teaching before Pestalozzi's time was the art of cramming. "Memorize this or be flogged," said the teacher. With such a view of teaching the public did not sympathize when Pestalozzi came before the world and proposed means to continue the work the Creator had begun, the world built buildings and respected the teacher.

It is most fitting, therefore, that the teacher should recognize the wonderful work of this teacher-genius. He discovered a new world. Human life is more worth living because of him. "I am a Pestalozzian," should be the cry of the teacher to-day.

The portrait on this page represents Pestalozzi in his last days. It was taken from Biber's "Pestalozzi," and has never before been published in this country.

If a copy of THE JOURNAL is received by one not a subscriber it must be considered as an invitation to subscribe.

Father Pestalozzi.

AT STANZ.

Never was the power of mutual love and sympathy between master and scholars more strikingly or beautifully displayed than in the asylum of Pestalozzi at Stanz, in the Helvetic canton of Unterwalden. His school there was founded by the Helvetic government, and maintained at the public expense; but he commenced it under circumstances the most disadvantageous and discouraging that can well be imagined. Some idea may be formed of the materials on which he had to operate from the statement of a few facts. Some parents asked to be paid for leaving their children in the school, to compensate for the diminished produce of their beggary. Others desired to make a regular bargain for how many days in the week they should have a right to take them out to beg, and on this being refused, actually removed them from the institution. Upon Sundays, the



fathers, mothers, brothers, sisters, aunts, cousins, and other relations of various degrees, made their appearance, and taking the children apart in some corner of the house, or in the street, elicited complaints of every kind, and then either took them away, or left them discontented and peevish. The parents did not even affect to support him; but on the contrary, treated him as a

mean hireling, who, if he had been able to make a living in any other way, would never have under taken the charge of their children.

In this unfavorable and disheartening position, Pestalozzi saw himself stripped of all the ordinary props of authority, and in a manner compelled to rely on the power of love in the child's heart, as the only, or almost the only, source of obedience. The adoption of any of those crafty systems of rewards and punishments, by which the external subduing of every foul and unclean spirit had been elsewhere accomplished, was, under the circumstances, entirely out of the question, even if Pestalozzi had been capable of making himself head policeman in his school. The only means, therefore, by which it was possible for him to gain any ascendancy over his pupils, was an all-forbearing kindness. He felt himself unable, it is true, entirely to dispense with coercive measures, or even with corporal chastisement; but his inflictions were not those of a pedantic despot, but of a loving and sympathizing father, who was as much, if not more than the child himself, distressed by the necessity of having recourse to such measures. Accordingly, they produced not upon the children that hardening effect which punishment too frequently has; and one fact particularly is recorded of his experience at Stanz, in which the result seemed to justify his proceedings. One of the children who had gained most upon his affections, ventured, in the hope of indulgence, to utter threats against a school-fellow, and was severely chastised.

The poor boy was quite disconsolate, and having continued weeping for a considerable time, took the first opportunity of Pestalozzi's leaving the room, to ask forgiveness of the child whom he had offended, and to thank him for having laid the complaint, of which his own punishment was the immediate consequence.

The gentleness, forbearance, and unaffected kindness and sympathy of Pestalozzi, soon made his school at Stanz a very different thing from what it had been at first. In the midst of his children, he forgot that there was any world besides his asylum; and as their circle was a universe to him, so he was all in all to them.



From morning to night he was the center of their existence. To him they owed every comfort and every enjoyment; and, whatever hardships they had to endure, he was their fellow-sufferer. He partook of their meals, and slept among them. In the evening he prayed with them before they went to bed; and from his conversation they dropped into the arms of slumber. At the first dawn of light, it was his voice that called them to the light of the rising sun, and to the praise of their Heavenly Father. All day he stood amongst them, teaching the ignorant, and assisting the helpless, encouraging the weak, and admonishing the transgressor. His hand was daily with them, joined in theirs. He fulfilled the Scripture maxim of weeping when they wept, and rejoicing when they rejoiced. He was to them a father, and they were to him as children.

Such love could not fail to win their hearts; the most savage and the most obstinate could not resist its soothing influence. Discontent and peevishness ceased; and a number of between seventy and eighty children, whose dispositions had been far from kind, and their habits anything but domestic, were thus converted, in a short time, into a peaceable family circle, in which it was delight to exist. When those who had witnessed the disorder and wretchedness of the first beginning,

came to visit the asylum in the following spring, they could scarcely identify in the cheerful countenances and bright looks of its inmates, the haggard faces and vacant stares, with which their imagination was impressed.

—After Biber's "Life of Pestalozzi."

How a Debt was Incurred.

A teacher had been employed by the committee with no consultation with the principal; it was often done. It was with no disrespect to him, but they felt they knew their business; one was a druggist, one a real estate agent—there was a clergyman, a merchant, and a carpenter on the board; the merchant said "he knew a good teacher at sight." The teachers were required to have no stain on their characters; they were uniformly selected from the vicinity, for the board believed in patronizing home industries.

The principal of the high school acted as superintendent; they were obliged to go out of town to get him and probably were sorry he had not grown up there. The difficulties that stood in the way of this man were very great, but he said but little, for the plan adopted was like the law of the Medes and Persians—a fixed one. He had spoken of "trained teachers," but the board had said, "We had the best teaching we ever had years ago when a normal school was not heard of." With such a belief in the minds of the leading educational spirits, the principal could only labor to improve his teachers to the best of his ability.

He had secured the passing of a resolution that the teachers meet weekly for a conference under the direction of the high school principal. This caused grumbling, because the meeting was held on Saturday; to obviate this the meeting was held on Friday—the schools closing a half hour earlier.

The teacher referred to at the beginning of this article was a Miss Ada Pullman, a graduate of the school; she had not expected to teach; but the young man who had been so attentive to her while a pupil and who had thrown her a bouquet when she read her graduating essay, entitled "Lesson from the Stars," had gone West and had not been heard of for two years. Ada, therefore, felt she must, like so many of her sex, work out her earthly salvation by some sort of labor, requiring cultivated brains, and was highly pleased that she secured a place in the schools as teacher.

She did not doubt but that she could teach in the primary department, for she could read and spell, and wrote a good hand and was patient with children. What more was needed. Principal Rumford could not visit her room the first day; on the morning of the second he came in and greeted his former pupil with, "I have time to-day to give you a little counsel about this room." Ada did not think she needed much, for the pupils seemed afraid of her; she had quite a commanding way.

"Teaching is quite a science," said Mr. Rumford as she dismissed her First Reader class. "I see you make them spell the words they stumble over, why is that?"

"Why, to know how to pronounce them."

"That used to be thought to help, but they need to know the sounds of the symbols making the words. Have you ever read any book on Teaching, no? Well, there are a good many things to be learned out of

books. I will loan you Page's Theory and Practice of Teaching. You know we have a meeting on Friday."

Mr. Rumford paid a good many visits to Ada's class and made a good many suggestions to her; she felt he did not set a very high value on her methods, and it disturbed her. She was really conscientious and wanted to do the right thing. At first, the desire grew out of her wishing to give a just return for the money she was paid; afterwards she felt the children had a claim on her for a right employment of methods and for right guidance. The teachers' meeting was, however, a bore to her, as to most of the others. The principal would discuss principles. "Oh," said one, "if he would just tell us what way he wants reading taught I would follow it; but, he says we must find a principle and then we will know the method."

Ada stumbled along never quite satisfied, for Mr. Rumford was always asking her questions. "Why do you ask for definition of words?" She thought if she gave the reason he would say "Good," but he did not. Was it well to ask for definitions? She began to look in the library of teachers' books Mr. Rumford had selected; she asked other teachers. The result of reading and inquiry led her to conclude she knew but little about teaching. When her school closed she attended a summer school, and was surprised that so much could be said about so simple a matter as the teaching of young children.

When Mr. Rumford paid her a visit again she secretly felt she could show him she knew more about the right ways to do her work; and she could see by his manner he was surprised and pleased. She felt she was at last on the road to progress. But how few shared the enthusiasm she felt! She began to look forward to the teachers' meetings; she had something to say; she had problems to work out when she went back to her room. She began to study the children, and she noticed the people began to manifest a respect for her that was formerly wanting.

Seven years went by; she had received an appointment in another town; and was in charge of a large primary school with seven assistants. She sat thinking one day quite complacently of her success; she felt she was successful; she could see her way; she could now tell *why* a certain course was best. She would just like that Mr. Rumford should ask her why she grouped the pupils of a room instead of having them all in one class—that carried her back to the old days when she feared his questions so much. "But it was those very questions that saved me," she thought.

Then came the feeling of the debt she owed this man whom most of the other teachers thought was "too pokey for anything." She determined to write to him and tell him this. She followed out this instruction at once. "I can never thank you too much for saving me from being the follower of the traditional routine that goes by the name of primary teaching. I am not perfect by any means, but I am now conscious of the needs of the child, and make that my first thought. I am under the deepest obligations to you. If I am really useful I owe it to you."

Ventilation.

Upon request to prepare a short article on ventilation for a meeting of school trustees and teachers, to consider the matter in a simple way and free from scientific vagaries, Dr. D. H. Smith sent the following practical suggestions, which are reprinted from *Heating and Ventilation*:

Ventilation may be simply defined as a process of supplying pure air to a room and getting rid of the impure air at the same time. Ventilation and warming must necessarily be considered together, as artificial ventila-

tion without the use of machinery must be accomplished by means of heat. Natural ventilation may be obtained by opening windows in opposite sides of a room. Pure air will come in at one opening and the vitiated air will go out of the other, according to the direction of the air currents outside. This form of ventilation will do in summer, but not when the outer air is too cold to be brought into the room.

This fact must always be remembered—that a room always contains the same volume of air. It is full. You cannot increase the quantity, neither can you diminish the volume. Therefore if air is taken out of a room by any device, and no special opening is provided for the ingress of pure air to replace that taken out, the air must come in as best it can through crevices in the windows and doors. On the other hand, warm air will not come into a room through furnace pipes any faster than air can escape from the same room. This is the reason it is so hard sometimes to warm a dwelling with a warm air furnace when there is no ventilation.

It is a wise law of nature that the most impure and coldest air is at the floor of a room. The purest and warmest air is near the ceiling. House ventilation should be planned to get rid of the cold and impure air, and in this way ventilation will assist in the heating by getting the cold air out of the way and allowing the warm air from the ceiling to descend and warm the room. A room is always warmed from the top downward, the warm air from whatever source rising at once to the ceiling and settling down as it is cooled. It is also important that the pure air which is introduced into a room to take the place of the air sent out should pass over a heated surface of some kind on its way, so as to come into the room warm.

The fact that air when heated will rise and when cooled will fall is taken advantage of to effect ventilation. Flues may be properly built and openings properly made, but the air within the flue will be as likely to descend as to rise, if it is not artificially warmed. Any flue in the wall having an opening at the floor into a room, and extending up through the roof, will make a ventilating flue, if the air within the flue is warmed in some way. A good way is to construct a chimney with two flues, one for the smoke flue of the heating apparatus, the other for ventilation. The heat from the smoke flue will warm the ventilating flue so that the air within the flue will rise and escape, and, of course, draw the air from the room through the opening at the base. A still better way is to build a large chimney, twelve by twenty inches inside, which is about right for a large country school-house, and use a cast-iron smoke pipe eight inches in diameter, placed inside the flue when it is built and extending to the top. The space inside the brick flue and surrounding the smoke pipe makes one of the best ventilating flues known, as the cast smoke pipe will warm the air in the flue much more than one side of a brick flue possibly can.

Leaving out of consideration the large heating and ventilating apparatus, too costly for general use, the best school-room heater is a warm-air furnace of suitable size. This heater can be set up in one corner of the room out of the way, no matter where, if smoke flue is near. It should be set a few inches above the floor with a case open at top and bottom. When in operation the air inside of the case becomes heated and rises to the ceiling and the cold air is drawn in at the bottom and this circulation will continue as long as there is fire in the heater. This circulation is not ventilation; not a bit of it. The temperature in all parts of the room, at same height from the floor, will be the same whether the room is warm enough or not. When the room is warm scholars close to the heater will not be too warm, and those in distant parts of the room not too cold, as is the usual way.

To complete the arrangement properly there should be a ventilating flue suitably warmed, and also a cold-air flue of the same size from the outer air brought with the opening directly under the heater. Then the air which comes into the room to take the place of the foul air sent out through the ventilating flue, will come in

warm as it should, instead of coming in cold through the crevices of doors and windows. This sensible and inexpensive method of warming and ventilation is worthy of your attention and consideration.

Transmission of Heat.

"Heating a building properly calls into requisition not only practical, every-day experience in the business of pipe fitting and furnace setting," says the *Pacific Builder*, "but also a thorough understanding of the laws governing the production and the communication of heat. As heat is the force, so cold is the absence or diminution of this force. It is produced by a mode of motion through particles of matter, whether gaseous, solid, or liquid, and is communicated in three ways, viz.: by radiation, conduction, and convection. The radiation of heat, of which the warmth of the earth is an illustration, is the transmission of heat from one body to another through gases, the heat always passing in straight lines and with great velocity. Conduction consists in the passage of heat from one particle of a substance to another through insensible distances. By convection we mean both conduction and radiation, as when heat is carried from one point to another by moving particles in liquids and gases. It should not be forgotten that in liquids and gases there is very little, if any, conduction of heat, and that radiation does not warm the air through which it passes. But while heat is not transmitted from one particle to another in gases and liquids, but depends for dissemination chiefly upon the movements of the particles, it is readily transmitted between them and solids.

"This is the whole secret of many difficulties in heating, and explains the futile attempts on the part of many purely practical workmen to heat rooms without the necessary attention to circulation. When warm water, steam, or hot air is used it is absolutely necessary that a proper circulation is maintained so that every particle of air or water comes successively into contact with the heated surface of the furnace or radiator. Many persons cannot understand why their rooms, although 'perfectly tight' are yet but partially heated, even with a great consumption of fuel. To understand it thoroughly it is only necessary to remember the theory of the communication of heat by convection. For just as warmth and fuel may be wasted by too much ventilation, so they may be also thrown away by a lack of it; and it is only the expert heating engineer, trained both in the practice and in the scientific theory of his business, who is fully competent to meet all the requirements of modern house heating and guarantee satisfaction in every instance."

Ventilating Schools.

Under the head of medical and sanitary notes the *New York Tribune* some time ago gave the following on heating and ventilating school-houses:

The plan of ventilating school-houses in Massachusetts possesses, it is asserted, possibilities of insuring first-class results, even when, from certain unavoidable obstacles, only one inlet is provided, being located about eight feet above the floor, and as nearly as practicable in the center of the warm or inner side of the room. Of equal importance with the inlets is the size of the outlets, or foul-air ducts, as well as their location, and it is found that, for a fifty foot school-room, the outlet duct should have an area of not less than five square feet net; this is to be placed at the bottom of the inner side of the room or in the floor at the inner side, in case the air is to be taken from the first story down to the bottom of the foul-air shaft in the basement. The rule is, that in a room with two cold or exposed sides, the outlet should be as near the inner or warm angle of the room as possible, and, in a room with three exposed sides, the outlet should be as near the inner or warm side as practicable, this applying equally well whether the warm air is brought in through either one or two inlets. It is desirable that the outflow of air from the room through the outlet should be a little in excess of the amount brought in at the warm-air inlet, the difference being made up by air drawn into the room through cracks, etc.

Letters.

How the Schools are Known.

It has been perceived for many years that the agents of the various text-book publishing houses possessed a most intimate knowledge of the real condition of the schools. Visiting the schools day after day, passing from village to village and city to city in the prosecution of their work, they obtain a singularly clear idea of the merits of the teachers. Hence they are often applied to for information. A principal in search of an assistant of decided merit will ask the advice of a text-book agent and rely upon that advice implicitly.

These gentlemen identify themselves with the educational world in which their vocation is carried on; at the various educational gatherings, national, state, and local, which occur through the year, they are always present. It is not too much to say that in comparing them with the teachers or superintendents present at the same meeting they do not suffer by the contrast. The true state of the case is that the agency force is largely recruited from the most active educators in school work. It is only the most alert, wide-awake, up-to-date, stirring, energetic superintendents and teachers who are regarded by publishers as eligible for agency positions.

A man of these qualities who engages in school-book agency work has a broad opportunity for observation and comparison. The very necessities of his business compel him to constantly travel from place to place; to mingle with teachers, superintendents, and school officers; to observe all the new experiments, the innovations, the trials of fads, and the failures which occur in this field. It comes to pass that a fairly observant man with these opportunities gets a better general knowledge of the results of this, that, or the other method or plan of school work than can any superintendent who sees mainly only his own schools; and if he is generally interested in school work, as all the best agents are, he cannot fail to have important influence among the friends he makes in a business way.

I well remember a certain superintendent in this state upon whom I occasionally called as an agent a few years ago. My coming was always a signal for him to dismiss the routine duties he was engaged upon, and we would at once start in for a long conversation upon schools and school work, new methods and old, successful and unsuccessful experiments, of course not forgetting the newest thing in school-books. He always declared that he counted more on information he received from the school-book agents who called on him than on any other source of information. I would not have it thought that his treatment of me was peculiar, for I have no doubt that the majority perhaps of the agents who called upon him were treated with equal consideration, and their observations and opinions were equally valued or more highly perhaps.

It is far easier to define the kind of man who should be selected as an agent than it is to find him; but this is true in every business or occupation; the selecting body of a church are often obliged to accept a pastor who falls a little short of their ideal; few superintendents of schools reach the highest ideal. The best agent is a man of education, experienced in school work, keen in his knowledge of men, wise, prudent, faithful, kindly, courteous, honest, industrious, alert, and well-balanced, and possessing sound common sense. He should possess such qualities that further acquaintance with him would always result in thorough respect and confidence. Such men, while not aiming primarily at an improvement of the schools, exert a wide and beneficial influence. It is impossible for them not to sympathize with the efforts they see put forth. Information is asked of them and they are willing to impart it.

J. A. GREENE.

American Book Company, New York City.

Health in Public Schools.

Being unwilling to subscribe to quite all the statements and suggestions attributed to me in some of the newspaper reports of my address on "Health and Education" before the Middlesex Schoolmasters' Club, last Saturday—especially as inferences are likely to be drawn from them which seem to me unwarranted by the facts—I am led to ask the favor of sufficient space in your columns to set forth the position I am prepared to defend.

My main contentions are that school hygiene has practically no standing among the arts and sciences in the United States; and that city school boards need the aid of at least three classes of experts, viz.: public health officials, sanitary engineers, and architects, and specialists in school hygiene to secure the effectual protection and promotion of the health of the school population.

In my remarks last Saturday, incidental allusion was made to certain special death rates in Boston, which suggest the suspicion that municipal and school sanitation are less effectual in the capital of New England than in the capital of Old England. I also pointed out that Boston compares unfavorably with New York, Philadelphia, Brooklyn, Baltimore, and Washington in respect to the mortality of children of school age—*i. e.*, of five to fifteen years of age; that women school teachers in Boston have a higher death rate from consumption than women similarly engaged in any of the cities named. I stated that it was a significant fact, in view of the virulence attributed by medical and sanitary authorities to dry dust, that Boston was the one city out of the six that had habitually and systematically neglected the washing of its school-room floors—for years. I have never held that the excessive death rate among Boston school children of school age, or the high death rate from consumption of women teachers in Boston is solely or chiefly due to the unwashed condition of our crowded school-rooms; though it seems to me highly probable that neglect in this particular exercises a contributing influence upon the mortality rates in question.

As I stated in my report to the school committee, which was published more than a year ago on "school document No. 8, 1894," it would be presumptuous and idle, in lieu of positive evidence derived from searching and thorough investigation into the deeper and more complicated phases of this question of public and school hygiene, to attempt to show what proportion of the losses annually sustained by Boston from preventable disease and death should be charged to public apathy and ignorance, to private neglect and transgression of municipal ordinances, or to inadequate and inefficient measures of one or another branch of the city government.

In my recent remarks touching the desirability of enlisting the aid of public health boards, sanitary engineers, and specialists in hygiene, in the work of conserving the health of the school population, particularly in cities, no reference was made to the Boston schools or the Boston school committee, nor did I have them in mind.

Inasmuch as nearly one-quarter of the entire population of the country is engaged in the sedentary occupation of schooling, as over ninety-six per cent. of the school population is found in elementary schools, of which more than eighteen per cent. is found in cities, the state owes it to itself to prevent the school population from menacing the public health through the spread of infectious diseases, and when the state makes school attendance compulsory it owes it to both teachers and pupils that they should not be obliged to work under insanitary and unhygienic conditions. I pointed out, as I have repeatedly done heretofore, what seemed to me the most hopeful measures for promoting hygiene of the school, of the school-room, and of the school child. As tending to secure these ends, I favor the medical inspection of schools and scholars by representatives of the board of public health, and giving that board together with architects and sanitary engineers a voice in the selection of school sites, and in matters relating to the drainage, plumbing, heating, lighting, and ventilation of school buildings. I also favored the appoint-

ment by the school authorities, of special directors of school hygiene, whose business it should be to see that janitors and teachers carry out reasonable rules to be made by public health officers, sanitary experts, and school officials acting together, in respect to the hygiene of the school, the class-room, and the hygiene of instruction. I deplored what I believe to be the fact, that no university, no medical school, no technical school, no normal school in the country at present provides the theoretical and practical instruction requisite for the training of specialists in school hygiene, in which respect America is less progressive than certain continental countries, and I was careful to state that under present conditions, radical and effectual reforms in school hygiene cannot speedily be brought about.

I hold that women teachers and children of school age in Boston die faster than is necessary; that the daily medical inspection of the schools instituted a year ago is a step in the right direction for which the school committee and the board of health should receive due credit; that regular scrubbing of the school-room floors, say thrice yearly, as is the rule in Baltimore, would be another forward step; that what we need most, not only in Boston, but in every great city, is careful study of the sanitary and hygienic requirements of schools, teachers, and pupils, with a view to determining the lines along which reform in organization can be developed most easily and fruitfully; and that vociferous and uncritical attacks upon school boards or health boards should be discountenanced.

Dec. 17, 1895.

EDWARD M. HARTWELL,

Director of Physical Training in the Boston Schools.

What Shall He Read?

In the putting forward of the many methods of teaching little ones to read, the very important question of what he should read has been until quite recently seemingly forgotten. In the past few years attention has been called to the fact that what the beginner reads is of great importance, both to the teacher and pupil.

Going to the other extreme from "See my nag" literature, some teachers and directors of teaching have placed before beginners in reading treatises upon various natural objects (terrified not at all by scientific nomenclature, e. g., petiole, mid-rib, cotyledons, etc., etc). Other teachers have taken a masterpiece, perhaps from American literature, e. g., Hiawatha—deterred not at all by the fact that Hiawatha is literature rather because of its form and language than because of its substance. It has been broken up into short sentences—Hiawatha was an Indian boy. He built a canoe, etc. The child has been given such sentences, the teacher thinking that her little ones were reading literature. Let the pupil wait but four or five years and he can read Hiawatha as Longfellow wrote it. There is enough for him to read in that material that no master has put into words, which the human race agrees are the words in which it must ever stand in the literature of the world. Other teachers again would have their first or second year pupils read about Whittier, Longfellow, etc., thinking thus they are reading literature. So some, yes, many, of us studied literature in the high school fifteen or twenty years ago. Let us not repeat that error in the primary school to-day.

What shall he read? From our experience we believe that the reading matter put before first and second year pupils should meet certain requirements, among which are the following:

I. It must be a part of, or have a distinct relation to, the literature of the world.

II. It must consist of wholes—the units must, however, be small enough to be grasped by the child's mind as units.

III. It must appeal to the child.

If the first and second requirements are met, the third will nearly always, if not always, follow.

Where shall we find such matter?

First we have it in the fable. As in some beautiful

fresco a line of gold is seen, forming now a part of this ornament, now of that, so the fable is found in all literature. Never in any one verbal form because of which it is literature, but used over and over again by this master and by that to embellish, to make clear.

Give the pupil then the fable in language that he can read, break it into as many and as short sentences as you please. Let him get the point, the application, and you have given him the fable just as well as though he had waited until old enough to read it in Greek or Latin.

In much the same way and for the same reason the myth may be used.

When the pupil is able to grasp mentally larger units, let him have the folk stories. For his first reading in that which is included in literature because of its form and language as much as, or rather than because of, its matter, give him some of the common sayings and proverbs, the simpler short poems, and such of Andersen's or Grimm's fairy tales as can be translated within his vocabulary.

THOS. E. THOMPSON,

Leominster, Mass.

Supt. of Schools.

"Education by Sense Cell Development."

I have read an article under this caption by S. Millington Miller, M. D., in THE SCHOOL JOURNAL of Dec. 7, and appreciate it exceedingly because the doctor gives us something original and something to think about.

I cannot agree with the writer, but appreciate it all the more, it may be, on that account. It is quite likely that I do not understand fully the doctor's position.

He speaks of Dr. Wm. T. Harris' views of education, and while he gives Dr. Harris credit for being a philosopher, yet thinks him not on right lines because, "incidentally," the education he advocates is a *book education*, and from this I infer that a book education is not the proper thing. Indeed, further on in the article we are told that the *new education* "is in no sense a book education." "Books are not used. Every object which is to be impressed upon the brain of the scholar must be drawn and described by the scholar. And this work must be done without the assistance of the teacher." Then it follows that pretty much all our education must come from the one sense, sight, and the other four senses, hearing, smelling, feeling, and tasting, are of little use to us.

What is the gift of speech worth if we cannot impart information by means of it? Why read Cicero's orations, Beecher's sermons, or Shakespeare's plays if they do not educate? Indeed, what is the use of writing books if they impart no information, and if every individual must find out everything for himself? Why might we not just as well take ourselves to the woods and, apart from mankind, spend our time drawing every object we see and thus become exceedingly learned and wise? Why must we draw the article before we can understand it? There is the leaf, or the tree, or the blossom, or the animals of untold thousands of varieties and in all their perfection, why cannot we study them as they are? Can we improve on nature, or has nature made them too perfect, that we must have a clumsy representation of them before we can understand them and know them? What use is "Christ's Sermon on the Mount"? What use the Bible? Could we not find out all these great truths for ourselves simply by drawing a leaf or studying a bug?

I have been led to think that any one of us in a lifetime unaided can learn but very little, but when we are given the key that unlocks the storehouse of wisdom held in books we can learn very much, and have constantly spread before us a feast for the gods.

It is well to be taught to use the hand, and this wonderful member should be educated to a high degree, but we could become learned and very wise without the hand if some one would furnish the means of a livelihood, and allow it to communicate with men and books. Possibly the profoundest scholars that have ever lived could not draw a leaf or a bug, yet they could sway nations. Peter the Hermit aroused to action the very soul of Europe by his burning eloquence, and he poured this in through ears, and I doubt if he could draw or describe a dragon-fly. I do not believe he ever dissected a midge, but he educated Europe.

If books do not educate what is the use in reading? Why did the doctor write those excellent articles? And why did THE JOURNAL publish them? What good could I or anyone else draw from them? Why did the doctor not draw those "Physical Bases of Thought" and the thoughts themselves just as they lie packed away in those developed cells?

I would not know a thought by its color, or taste, or smell, or feeling, and I have never seen a naked thought drawn or described, and yet I have some idea of what a thought is.

Daniel Webster was reared on a farm and caught woodchucks, yet I doubt if he ever drew one unless he drew him out of his

hole, but he could describe one, and still he could sway a nation. He studied *books* and to those are we indebted for that mightiest of all American statesmen.

Of course he had a powerful brain, but without *books* he could never have become the Webster we know. J. FAIRBANKS.
Springfield, Mo.

Teacher and Pupil.

A Legal Discussion.

(From "Talks About Law," by Edmund P. Dole.)

(Decisions relative to the power of school officers, and of teachers acting under their authority, to make rules and regulations, to compel attendance, to prescribe studies, and to punish, suspend, or expel scholars for misconduct.)

SUSPENSION FOR ABSENCE AND TARDINESS.

The priest of a Catholic church in Brattleboro, Vt., wrote to the school committee, requesting that Catholic children should be excused from attendance on all holy days. The committee replied that the request could not be granted, as it would necessitate the closing of two schools, and would greatly interrupt several others. On the day before *Corpus Christi* day the children informed their teachers that, having been directed by their priest to attend divine service, they could not be present at school. The teacher replied that they could not be excused. By direction of their parents and the priest about sixty children absented themselves. The committee declined to take them back without satisfactory assurance that the school should not again be interrupted in like manner. They based their action on a long established rule, requiring that scholars "should be constant and regular in their attendance, and not be absent, except by permission of the teachers or the committee, on reasonable cause shown." A suit was brought to compel the committee to take back the children, on the ground that its action was in violation of the Constitution of Vermont, guaranteeing liberty of conscience and freedom of worship without abridgment of civil rights, and confirming the authority of parents in regard to the moral training of their children. The court sustained the committee.

A school board in Iowa made a rule that absence or tardiness, repeated a certain number of times and not satisfactorily accounted for, should be ground of suspension, and that a teacher might require a scholar to furnish a certificate or statement from his parent or guardian as to the cause of his absence or tardiness. One parent said that his boy had been absent and late because he had kept him home at work, and that he should claim the right to do so in the future, any rule to the contrary notwithstanding. Another parent said that he wanted to go a visiting, and, as he could not leave his child alone and was too poor to hire any one to take care of her he took her with him. The school board suspended the children, the parents brought suits, and the court held the suspension justifiable.

In an Illinois case, under a similar rule, the parents refused to give any written excuse, although, the child was absent with their knowledge and consent, and the court held that suspension was reasonable and proper.

Decisions similar to those already referred to have been rendered in Massachusetts, in Missouri, and in other states. In a Missouri case the court says: "The studies in our public schools are classified according to the ages and advancement of the scholars; and the continued or repeated absence of one of a class not only is injurious to the absentee, but if allowed beyond a certain point is calculated to demoralize those who attend, and derange the orderly instructions of the teacher. Taxes are not collected to pay teachers to sit in front of empty benches, or to hunt up truant boys."

If a school board should authorize suspension for absence occasioned by violent storm, by the illness of the child, or by illness or death in his family, the rule would be unreasonable and therefore illegal. The same is true of any rule that inflicts unnecessary suffering upon the child. A school board in Illinois directed that doors should be barred against tardy children. A small child, after walking a mile and a half on a cold winter day, found himself locked out of doors. The court promptly sustained an action, and said of the rule, "In its practical operation it amounts to little less than wanton cruelty."

RELIGIOUS EXERCISES.

Rules and regulations in regard to the exercises and studies of pupils, as well as their attendance, have frequently been made subjects of litigation.

A school committee in Maine directed that part of the daily exercises should be reading from the ordinary Protestant version of the Bible, in which all of the scholars should join. One of them, having conscientious scruples, declined to take part in the exercises, unless permitted to read from the Catholic version. For this she was expelled, and, a suit having been brought, the court sustained the action of the committee. The opinion, which was delivered in 1854, savors of the style of counsel having a cause to maintain, and perhaps if the same question were to

arise again the result might be different. At any rate, it seems hardly consistent with perfect religious equality before the law, and in some states there are constitutional or statutory provisions which would render such a decision impossible.

A school committee in Massachusetts directed that all schools in town should be opened with reading the Bible and with prayer, and that during prayer all scholars should bow the head unless their parents requested that they should be excused from doing so. One of the parents refused to make such request and ordered his daughter not to comply with the rule. She was excluded, and he brought a suit. The court sustained the rule. This was in 1866. Had she been required, however, to take any active part in a religious ceremony, against her conscience or that of her father, or to listen to any sectarian comments, the rule would have been void both under the constitutional and under the statute law of the state.

DESIGNATION OF TEXT-BOOKS.

The power of committees, boards, and other officers to make rules and regulations, and to have general management and control of schools, includes that of designating the text-books to be used. Cases may be imagined to which this power would not extend; but, exercised in good faith, within reasonable limits, and subject to the statutory prohibitions upon frequent changes which exist in some states, it is absolute. It would be impossible for a teacher to do effective work, or to instruct any considerable number of pupils, if each were permitted to use any grammar, geography, or arithmetic that he pleased.

COURSE OF STUDY.

School boards usually have power to prescribe courses of study; but whether they may compel pupils to take all of the studies pursued by their classes, in opposition to the wishes of parents or guardians, is a question upon which courts differ.

In a New Hampshire case a teacher (his acts being subsequently ratified by the committee) made a rule that the larger scholars should write compositions and declaim at regular intervals. One of the boys refused to declaim. He was given several days to consider the matter, and finally, upon his squarely refusing either to declaim or to leave the school, he was forcibly ejected. Upon suit being brought, the court held that the conduct of the teacher was justifiable, although the boy had duly notified him that he was acting under the instruction of his parents.

A school board in Ohio suspended a boy until he should either study rhetoric or present an excuse for not doing so. The supreme court held that its act was reasonable and proper.

The teacher of a district school in Vermont, acting under the instructions of his committee, declined to hear recitations from a boy who would not comply with the rule in regard to writing compositions. The boy left and a suit was brought. The court sustained the committee.

An Iowa father sent the following notes to the teacher: "Please excuse Ada afternoons, as her health will not permit her to attend all the time;" "Please excuse Ada from the algebra class, she having more lessons than she can well attend to." The teacher would not excuse Ada, and, because she would not study algebra, and on account of her "insolent and contemptuous conduct," made a vigorous application of the remedy which King Solomon prescribed for juvenile disobedience. He was prosecuted criminally for an assault and battery. The court sustained a verdict of guilty, and, at the same time, as it would seem by the following extract from the opinion, denied the father's right to have his daughter excused from attendance afternoons or from the study of algebra. "Instead," said the court, "of whipping the prosecutrix for failure to attend or study algebra, when both she and her father desired she should be excused, we think the defendant should have plainly said to both the prosecutrix and her father that she could not attend the school unless she were prepared to obey the rules in this respect. If a pupil attends school it must be presumed he submits himself to the rules; but that is not this case. Until compulsory education is established we are unwilling to sanction the rule that a teacher may punish a pupil, as in this case, for not doing something the parent has requested the pupil to be excused from doing. The remedy in such case is not corporal punishment, but expulsion."

In many states it is provided by statute that the more elementary branches, such as reading, writing, arithmetic, and geography, shall be taught in the common schools, and that committees shall have discretionary power to establish higher grades and prescribe more advanced studies. Where these statutes are in force, it has been held in some instances that committees may exclude pupils for not taking the studies, whether parents wish them excused or not, which the law says shall be taught, while, in regard to studies prescribed by themselves, their authority is subordinate to that of parents.

SELECTION OF STUDIES.

There is a third class of decisions, inconsistent with either of the classes already referred to, and to the effect that a parent

has a right to send his child to a public school and at the same time to demand that it be excused from one or more of the branches there taught in regular course, any rule of the school board to the contrary notwithstanding; perhaps the leading case of this kind is *Morrow v. Wood*, 35 Wis. 59. A boy was punished for refusing, in obedience to his father's instructions, to study geography. At the trial of the suit that followed, the circuit court instructed the jury that "the views of the parent in that particular must yield to those of the teacher; and that the parent, by the very act of sending his child to school, impliedly undertakes to submit all questions in regard to study to the judgment of the teacher." Exceptions having been taken, the supreme court held to precisely the opposite doctrine, declaring that "the parent has the right to make a reasonable selection from the prescribed studies for his child to pursue," and that the powers and duties of school boards "can be well fulfilled without denying to the parent all right to control the education of his children."

By the rules of a school board in Illinois candidates for admission to the district high school were required to pass certain examinations, among which was one in grammar. Frank Van Allen applied for admission, and passed creditably in all other branches. His father had forbidden him to study grammar, and did not wish him to take anything in the course requiring a knowledge of it. He was refused admission. The court held that "a father may have very satisfactory reasons for having his son perfected in certain branches of education to the entire exclusion of others; and so long as, in exercising his parental authority in making the selection of the branches he shall pursue, none others are affected, it can be of no practical concern to those having the public schools in charge. . . . The regulation requiring it (his rejection) is arbitrary and unreasonable and cannot be enforced."

CORPORAL PUNISHMENT.

Teachers have much to try their patience, and parents are apt to think that their children are punished too severely, and it is natural that judicial decisions in regard to matters of this kind should be much more numerous than those in regard to attendance and courses of study. Unless a teacher is forbidden to do so by the board from which he derives his authority, or by local statute, he may administer such moderate corporal punishment as, in the exercise of a reasonable judgment and discretion, is or appears to be necessary for the good of the scholar and the maintenance of order and discipline. The punishment must be given in good faith, not wantonly or cruelly, and it must be somewhat in proportion to the nature of the offence, to the age and endurance of the scholar, and to all the circumstances of the case. In this, as in other respects, the law follows the spirit of the age, and punishments that were common a generation or two ago would not be tolerated now.

AUTHORITY OF THE TEACHER OUTSIDE OF SCHOOL-ROOM.

The authority of the teacher is not limited to the school-room and school hours. He may punish a scholar for a wrongful act committed in the halls or on the playground, even though it is committed before the opening or after the closing of the school. There are decisions which go much further than this, although a prudent teacher might hesitate to act on the strength of them.

One afternoon, an hour and a half after school was dismissed, a Green Mountain boy was driving home his father's cows. Several of his schoolmates were with him. When he reached the teacher's house he shouted, "Old Jack Seaver." Next morning the knight of the birch took measures to secure respect, if not affection. The boy brought an action for assault and battery. The court held that, as his conduct was directly calculated to bring the discipline of the school into contempt, the punishment was justifiable, although, under ordinary circumstances, the supervision and control of the master can extend only from the time when the boy leaves home for school until he returns home again.

The supreme court of Iowa reached a different conclusion, under a statute, however, which gave the school directors less than the usual powers. Certain directors visited a school and improved the occasion by making speeches. A bright boy wrote a newspaper article ridiculing what they said. They expelled him. The court held that they had exceeded their jurisdiction.

A school board in Missouri, thinking pleasure and progress incompatible, made a rule that no scholar should attend social parties during term time. A boy who attended a social party by permission of his father and mother was expelled. The court held that the board had invaded a province with which it had nothing to do and which was exclusively under parental control.

A college faculty made a rule that no student should be connected with any "Greek-letter society," without qualification as to the nature or object of such society, or whether open or secret. Although the legal status of a college, supported by private funds and endowments, is widely different from that of a public school, the court held that, having invited students to attend, it could not in good faith expel them upon frivolous grounds, there being no more harm in a Greek letter than in a Roman one.

While a school board has no control over pupils at home, it is its privilege and its duty to protect them at school from moral as well as from physical pestilence. It may therefore exclude a girl who is a prostitute, though her conduct at school is not openly bad, the same as it may exclude a boy who has been exposed to small pox or who has the itch.

A teacher may temporarily suspend a pupil for gross misconduct, for wilful disobedience, or for repeated violations of rules; but the power to expel usually rests solely with the committee or board of directors, and even they cannot permanently deprive a child of education after he has given satisfactory evidence of a genuine reformation, neither can they deprive him of any civil right which he has in common with other citizens, as to attend a public exhibition given in the school building.

DEFACEMENT OF SCHOOL PROPERTY.

A school board in Iowa made a rule that if a pupil injured or defaced school property, he should be excluded until he paid the damage or otherwise adjusted the matter. A boy accidentally broke a pane of glass. The court held that the rule could not be enforced; that a scholar could not be deprived of his legal right to an education as a means of collecting money.

AUTHORITY OF COMMITTEE OVER TEACHER.

As between teacher and committee, the authority of the latter is paramount. It may, if it pleases, take the corporal punishment of pupils into its own hands, and the teacher cannot make or enforce any rule contrary to its orders. A teacher in Tennessee, in opposition to his committee, attempted to do what Miss Cleveland attempted at the White House,—to prohibit the use of tobacco. He refused to listen to the remonstrances of the committee, and had already suspended two pupils when he was discharged. He brought a suit to recover pay for the term, and the court held that the discharge was justifiable (not because the use of tobacco was commendable, but because he had disobeyed a superior authority), and that he had no ground of action. In a Vermont case, however, a teacher expelled a boy for misconduct. The committee, who was the boy's father, insisted that he should be taken back. This could not be done without destroying the discipline of the school and practically breaking it up. The teacher resigned. The court held that she was entitled to her pay for the entire term, the action of the committee, all things considered, being so unreasonable as to justify her resignation.

(To be Continued.)

School Building Notes.

CANADA.

St. Faustin will erect a schoolhouse. Write F. Aseelin, sec'y.

Winnipeg, Manitoba.—School desks will be supplied to schoolhouses lately erected. Write Stewart Mulvey, sec'y.

CONNECTICUT.

Bridgeport.—The Bridgeport (Conn.) Steam Heating Co. have placed a ten-horse power boiler in the new Sacred Heart parochial school.

Elmwood.—The *Hartford Courant* says: "The heating arrangements at the schoolhouse at Elmwood are entirely inadequate."

Norwich will build schoolhouse on Laurel Hill ave. Write S. Alpheus Gilbert, chairman, or Arch. Wilson Potter, 3 Union Square, N. Y.

W. Hartford.—The new high school will be heated and ventilated by the latest and improved system.

Willimantic will build high school. Write Mr. Thos. J. Kelly, clerk.

DISTRICT OF COLUMBIA.

Washington.—The National university will build an addition. Cost \$9,500. Write Dr. H. H. Barker, or Arch. W. S. Plager.—The American university will be erected at a cost of \$150,000.

GEORGIA.

Social Circle will erect schoolhouse. Write J. O. Shepherd, chairman of board of education.

ILLINOIS.

Bloomington.—The gymnasium building will be of stone instead of brick, as first proposed.

Charleston will erect normal school. Cost \$89,700. Write Archs. Angus & Gendele, 1407 Security building, Chicago.

Chicago will erect schoolhouse on No. Clark street. Cost \$3,000. Write W. J. Douglas.—Also addition to school on Twelfth Place. Cost \$35,000. Write board of education.—Also schoolhouse on Escanaba ave. Cost \$50,000. Write board of education.—Also addition to school on Ohio street. Cost \$40,000.—Also addition to brick school on Twelfth Place. Cost \$35,000.—Will erect schoolhouse on W. 13th Place. Cost \$75,000. Write board of education.—Proposals for pupils' desks, seats, and all furnishings for Chicago public schools will be received by Mr. John A. Guilford, manager, 1110 Schiller building.—Will erect schoolhouse on Goethe street. Write Aug. Fiedler, Arch., Schiller building.—Will also take proposals for repair to slate, tin, and metal work required in several school-

houses. Write Mr. Jno. A. Guilford, Schiller building.—The St. James church will erect school building on Wabash avenue. Cost \$50,000. Write Jas. J. Egan, Arch., 85 Dearborn street, or Rev. Hugh McGuire, 2942 Wabash ave.—An addition to Chicago university. Cost \$300,000. Write Arch. Henry Ives Cobb, Title & Trust building.

Davis Junction.—The public schoolhouse burned. Loss \$7,000.

Elmhurst will build addition to seminary. Cost \$20,000. Write Arch. Fred. Ahlschlager, Lafayette b'd'g.

Loraine will build schoolhouse. Write C. L. Bartlett, arch.

INDIANA.

Kakomo.—The council has voted \$50,000 for the erection of three schoolhouses—a high school, and two ward buildings.

Kendalville is badly in need of schoolhouse. The subject is being agitated.

Lakeside will erect schoolhouse. Write board of education.

Monroeville will erect schoolhouse. Write Arch. Alfred Grindle, Fort Wayne.

Salem.—The schoolhouse here was demolished by a storm.

KANSAS.

Seneca.—The Catholic congregation will erect schoolhouse. Cost \$8,000. Write Jas. J. Waitz.

KENTUCKY.

Jacksonville.—A convent and school will be erected. Cost \$45,000. Write Ryan Bros., archs.

MARYLAND.

Baltimore will erect schoolhouse. Cost \$35,000. Write board of education.—Primary school No. 37 will be heated by the Smead system. Write H. J. Gregory.

MAINE.

Portland.—The Butler school will be ventilated by the latest and improved system. Write Prof. Woodbridge, Boston.

Westbrook.—The Bridge street school building is to have a new sanitary and ventilating apparatus.

MASSACHUSETTS.

Boston.—The Boston university will be erected on Ashburton place. Cost \$100,000.—Will erect schoolhouse on Beech street. Cost \$40,000. Write Arch. Geo. A. Avery, 92 Devonshire street.—Also schoolhouse on Harvest street. Cost \$65,000. Write Arch. W. S. Besarick, 14 Kilby street.

Cambridge will erect schoolhouse in Mt. Auburn district. Write Arch. A. H. Gould, 42 Court street.

E. Cambridge will build schoolhouse; will be heated by indirect system. Cost \$37,000. Write C. Herbert McClare, arch.

Fall River.—The Davis school will be heated by steam. Write Huey Bros., Boston.

Holyoke will build high school. Cost \$200,000. Write Arch. Geo. P. B. Alderman.

Hyannis.—A normal school and dormitories will be built. Cost \$100,000. Write Hartwell, Richardson & Driver, archs., 62 Devonshire street, Boston.

Newton.—A brick addition to high school building. Write Hartwell, Richardson & Driver, 62 Devonshire street, Boston, archs.

Springfield will erect schoolhouse. Cost \$4,000. Write Arch. F. R. Richmond, Masonic b'd'g.

Turner's Falls.—A brick parochial school will be erected. Cost \$10,000. Address St. Ann's French Catholic Society.

MICHIGAN.

Ample will erect school-house. Write Arch. E. H. Mead, Lansing.

MINNESOTA.

Minneapolis will build high school on Fremont Ave. Write C. F. Struck, Arch., Sykes block.

Minnesota Lake will erect school-house. Cost \$10,000. Write Arch. F. W. Kinney, Austin.

Moorhead will have its school building heated by hot air or steam. Write F. H. Peterson, clerk.

Northfield will build an addition to Carlston college. Cost \$25,000. Write Archs. Patton & Fisher, Chicago, Ill.

Winona will erect school-house. Write Rev. John Meier.

MISSOURI.

Kansas City.—The Kansas City university is to erect a new college building. Cost \$200,000.

NEBRASKA.

Valley will erect schoolhouse. Cost \$7,500. Write A. H. Dyer, Arch., Fremont.

NEW JERSEY.

Alpine will build schoolhouse. Write Mr. John Terhune, school board. Glen Ridge will build schoolhouse. Cost \$25,000. Write board of education.

Harrison will build schoolhouse. Write Arch. C. V. Baldwin.

Hasbrouck Heights will build schoolhouse. Cost \$14,000. Write Arch. Herman Fritz, 257 Main street, Passaic.

Hillsdale.—A petition is circulated requesting prompt attention to the bad condition of the public schoolhouse as regards ventilation.

Newark will build high school. Cost \$100,000. Write board of education.—Also public library.—Will also build schoolhouse. Write Arch. Chas. P. Baldwin.

Norwood will build schoolhouse. Write board of education.

NEW YORK.

Brooklyn.—The board of education will have alterations made in Second street school. Cost \$54,736.—Also in McDougall St. school Cor. Rockaway Ave. Cost \$41,481.—Also in 95th street school. Cost \$12,000. Write Arch. F. J. Kelly & Son.—Public school No. 101 will have an addition containing all latest improvements in ventilation and heating. Cost \$10,000. Write J. W. Naughton, superintendent, 131 Livingston St.

Buffalo will erect schoolhouse on Mineral Springs road.—Also will steam heat new high school building in Masten Park.—Will also re-build frame annex to school No. 44. Write R. G. Parsons, secretary.

Dobbs Ferry will erect schoolhouse. Cost \$40,000. Write board of education, or Arch. C. Powell Karr, 3 Union Square, New York City.

Dunkirk.—Proposals will be received for heating and ventilating the academy building. Write Arch. W. H. Archer, 85 W. Eagle street, Buffalo.

New York City.—A trade school will be erected for the deaf and dumb at 165th street. Cost \$15,000. Write John H. Friend, Arch.

Norwich will erect schoolhouse. Write Arch. Joseph Blahy, Palmyra.

Rochester.—The East Rochester schoolhouse will be heated by steam. Write Chas. W. Brown, city clerk.

Syracuse will build high school.

OHIO.

Canton.—The new South Market street school building will be heated and ventilated by the most modern systems. Bids will be received. Write A. O. Slentz, clerk.

Cincinnati will build schoolhouse. Cost \$80,000. Write Arch. H. E. Siter, United building.

Columbus will build schoolhouse on 9th avenue.

Youngstown will also heat the Covington street school with steam. Write B. P. Holmes.—The walls of the Poland Union seminary collapsed and the structure is a wreck. It will be rebuilt.

OREGON.

Medford will have its new schoolhouse heated and ventilated with the newest and improved system. Write J. G. Sargen who represents Hart & Crouse on Pacific coast.

PENNSYLVANIA.

Erie.—Rev. T. Mullen will build high school. Cost \$20,000. Write Archs. Constable Bros.

Philadelphia.—Jefferson college will build a pathological laboratory.—A schoolhouse will be erected in Darby borough, W. Phila. Write Arch. Morgan Bunting, 1,215 Filbert street.—A new Catholic Rectory will be erected. Write Wilson, Bros. & Co., Archs., 1036 Drexel building.

Pittsburg will furnish the Fifth avenue high school. Write Edward Stotz, arch., 101 Fifth avenue.—A Polish schoolhouse on Berretton avenue. Cost \$20,000.

Williamsport will build schoolhouse. Write L. W. Green, chairman.

RHODE ISLAND.

Providence.—The West side high school building will be installed with new plumbing system. Write Martin & Hall, Archs., 502 Industrial Trust building.

TEXAS.

Marlin will build schoolhouse. Cost \$6,000. Write board of education.

VERMONT.

Barre.—Goddard seminary will have a new heating apparatus. Write Mr. L. J. Griffin.

Bellows Falls will build a high school.

Burlington.—The ladies of Nazareth will erect schoolhouse on No. Prospect street. Address Rt. Rev. John S. Michaud, 84 Cherry street.

VIRGINIA.

Richmond.—The rebuilding of college, lately burned, will be begun once. Write Archs. McDonald Bros., Bull Block, Louisville, Ky.—The Union Theological Seminary buildings will be erected. Cost \$200,000. Write Chas. H. Read, Jr., arch.

WEST VIRGINIA.

Huntington.—The Marshall college will be erected. Cost \$20,500. Write Archs. McCoy & Son, Marietta, O., Chas. H. Turner, of Parkersburg has the contract for heating. Archs. McClain & Giffin, of Fairmont will build additions to Fairmont college.

Shepherdstown will build schoolhouse. Cost \$10,700. Write Archs. W. W. McCoy & Son, Marietta, Ohio. The state normal school will be heated and ventilated by new system. Write Chas. H. Turner, Parkersburg.

WASHINGTON.

Yakima will have its new schoolhouse heated with hot water circulation. Write Mr. Fred. Pennington, North Yakima.

WISCONSIN.

St. Croix Falls will erect schoolhouse. Write J. R. Brown, clerk.

Sparta.—The high school building burned. Loss \$28,000.

Leading Events of 1895.

United States.—The year 1895 has been an eventful one in our own land. The business depression that existed during the previous year gradually disappeared, there being a wonderful revival of industry, especially in wool and iron. The cotton, wheat, corn, and other crops were abundant. Unfortunately the difficulties of the treasury still continued, caused by the depletion of the gold reserve by reason of the heavy shipments to Europe. Pres. Cleveland thinks this is due to the greenbacks and favors their retirement. It is announced that another issue of bonds (\$100,000,000) will be made shortly and that the gold reserve will be increased to \$200,000,000; he does not consider the legislation proposed by Congress as adequate. With the gold reserve doubled he thinks our currency would be on an absolutely stable basis. Considerable revenue was cut off by the supreme court declaring the income tax unconstitutional. Congress now proposes increased tariff rates, but it is doubtful if the bill will become a law.

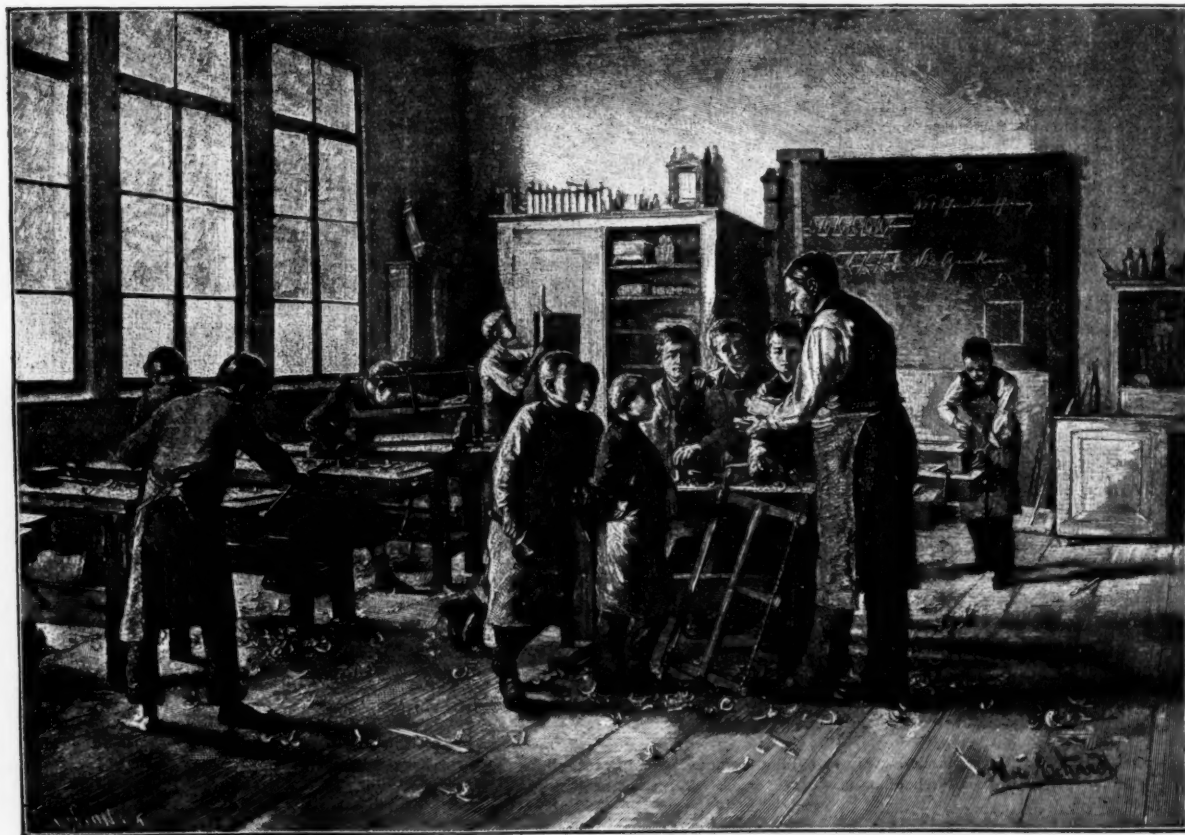
Early in the year Postmaster General Bissell resigned and William L. Wilson was appointed in his place. The vacancy caused by the death of Secretary of State Gresham was filled by the appointment of Attorney-General Olney to the place. Judson Harmon, of Ohio, was made attorney-general. The civil service rules were extended to minor consuls and subordinates. It is proposed also to connect small post-offices with great ones for many miles around in such a way that these minor offices shall be taken out of the domain of politics. Both Secretary Lamont and Gen. Miles called attention to the inadequacy of our coast defenses and recommended extensive works. Some big guns are being placed, especially around the harbor of New York. The navy has been increased by several vessels, but its disproportion to that of other great nations is still sufficiently marked. Gen. Schofield was made lieutenant general by act of Congress and retired from the command of the army on account of age; Gen. Miles succeeded him. Rufus W. Peckham, of Albany, N. Y., was appointed to the vacancy in the supreme court. Mr. Ransom's appointment to the Mexican mission was declared unconstitutional because he was a senator at the time; he was reap-

pointed. The G. A. R. met in great numbers at Louisville and the army of the Cumberland about the same time. Soldiers of the Union and Confederate armies took part in the opening of Chickamauga park. Tornados caused great damage and loss of life at Sioux City, Ia., Cherry Hill, N. J., and Woodhaven, L. I. The Pacific mail steamship *Colima* foundered on the coast of Mexico.

The country was remarkably peaceful; there were few strikes. The Bannock Indians made a little trouble, but it quickly subsided. Secretary Morton's report showed that the farmers were prospering, in spite of reports to the contrary. Some parts of Nebraska and adjacent states are an exception; considerable suffering existed there. Connecticut's blue law was repealed. The law against the selling of liquor in New York city was enforced. Philadelphia started an investigation of her city government; an era of municipal reform seems to have set in. Utah made preparations to become a state, Oklahoma again asked to be admitted and South Carolina adopted a constitution, with an educational test, which, it is said, will greatly reduce the colored vote.

Early in the year Secretary Lamont approved the plans for the great bridge over the Hudson river at New York, but work on it has not yet been started. The Harlem ship canal was opened a little later with great ceremony. The practicability of communicating power from Niagara Falls for 300 miles was demonstrated and an increase of the plant there to 50,000 horse power was decided upon. Electric propulsion of canal boats also proved a success. Trolley railroads were greatly extended; they and the power carriages and the bicycles threaten to leave the horses without employment. Electricity was tried with favorable results on some of the great railroads, notably the Baltimore and Ohio and the Pennsylvania. The Empire State Express on the N. Y. Central made some remarkable time; in a recent run one mile was made in thirty-two seconds. The new American-built steamship *St. Louis* has made some remarkably fast time. The Atlanta exposition (Sept. 18 to Dec. 31) exhibited the great and growing resources of the South. Lieut. Peary returned from the Arctic regions; the object of his expedition was not accomplished.

Never have a greater number of important questions with foreign nations come up in a single year. China made amends for the murder of missionaries and destruction of property only after threats on the part of Great Britain and the United States. Minister Terrill notified the Turkish government that it will be held responsible for harm to Americans in the empire. In spite of protests certain European nations, particularly France and Germany, discriminated against American meats. The claim of Mora, an



A MANUAL TRAINING SCHOOL IN GERMANY.

American citizen, who had his estate in Cuba confiscated during a former rebellion, was paid by Spain. That nation also apologized for firing on the U. S. vessel *Allianca*, near Cuba. American citizens generally have strongly sympathized with Cuba in her struggle with Spain. The government, however, has preserved the only consistent course, the repression of filibustering. The most serious complication was that in regard to Venezuela. Lord Salisbury having declined to submit only a portion of the territory claimed by Venezuela to arbitration, Pres. Cleveland sent a message to Congress asserting that the Monroe doctrine applied to this case and saying that it was the duty of the United States to maintain it by force if necessary. This caused a decided war scare; stocks tumbled and many failures occurred thereby. Numerous peace messages from prominent citizens of both nations were published and a decidedly better feeling followed. An American commission will investigate the facts of the case. President Cleveland decided the Brazil-Argentine boundary dispute in favor of Brazil. A new treaty was concluded with Japan. The greatest efforts were made to secure justice for ex-Consul Waller, but France seemed disinclined to allow the full facts to be known.

Canada, Mexico, Cuba, etc.—Our neighbors on the north have had a peaceful and generally prosperous year. The Manitoba school dispute roused some feeling; it is hoped that that will be satisfactorily settled. Newfoundland, however, has had financial and other difficulty; there has been some talk of annexing it to the Dominion. A monument to Sir John Macdonald was unveiled at Ottawa.

Mexico has continued to prosper under the presidency of Diaz. A boundary dispute with Guatemala was peacefully settled. Nicaragua was forced by Great Britain to pay \$75,000 indemnity for expelling British subjects from Bluefields. The Nicaragua canal project had a set back on account of the report of a commission of American experts that another survey is needed and that the work will cost much more than the original estimate. Work on the Panama canal was resumed.

Gen. Campos came to Cuba early in the year to bring the rebellious Cubans to subjection. His army has been reinforced until there are now about 100,000 troops on the island. In spite of this the rebel leader, Gomez, recently broke through his lines into the province of Matanzas, upset his plans, burnt the plantations, and then successfully retreated out of harm's way. This has undoubtedly given the insurgents' cause great assistance. Porto Ricans now talk of striking for freedom.

South America.—There have been revolutions during the year in Colombia, Ecuador, and Venezuela, and slight disturbances in Brazil. Pierola was lately inaugurated president of Peru. The provinces of Tacna and Arica are again causing a dispute between Chile and Peru. Queen Christina, of Spain, has been chosen as arbiter of the boundary dispute between Colombia, Ecuador, and Peru. Brazil objected to the using of the island of Trinidad by Great Britain for a cable station, but finally consented; and also had a heated dispute with France over the boundary of French Guiana, which threatened war. It has been decided to lay a cable in the Amazon river. The Venezuela boundary dispute is the most serious; the republics of Brazil, Venezuela, Colombia, and Mexico threaten to combine for resistance if Great Britain presses her claim.

Great Britain.—In June an adverse vote in the British house of commons caused the resignation of the Rosebery cabinet. Although his government failed to pass home rule and the other domestic measures, his foreign policy was eminently successful. He strove for peace between China and Japan, co-operated with Russia and France for the improvement of the Armenians' condition, and secured the retention of Uganda. Lord Salisbury, his successor, has continued this policy, co-operating with the other powers for reform in the Turkish empire. Gen. Wolseley succeeded the Duke of Cambridge as commander of the British army. Some remarkable meetings were held in London, among them the International Geographical Congress and the convention of the W. C. T. U. Speaker Gully, of the house of commons, was re-elected.

France.—President Casimir-Perier resigned the presidency and the Dupuy cabinet finished its labors at the same time. M. Felix Faure was elected president. Since then another cabinet has been formed with M. Bourgeois at the head. The year has been marked by the conquest of Madagascar and the annexation of Nossiocy, an island southwest of it. The Duke of Orleans, the heir of the Bourbon kings, announced that he had abandoned the royalist propaganda.

Germany.—The ceremonies of opening the North sea and Baltic canal were attended by ships of all the leading nations of the world. Emperor William banished his brother, Prince Henry, giving him a year's leave of absence. Morocco was forced to pay \$50,000 for the murder of a German citizen. The twenty-fifth anniversary of the battle of Sedan was celebrated.

Austria-Hungary.—An overturn of the cabinet occurred in May, Count Kalnoky retiring. Among the recent reforms is the adoption of the civil marriage law and the removal of the political disabilities of the Jews. The Czechs are continuing their struggle for self-government. Emperor Francis Joseph announced lately that he intended to change the succession to the throne.

Russia.—The building of the trans-Siberian railroad has been carried on with unabated vigor. Russia protested vigorously against Japan holding the Chinese territory conquered and it was evacuated. Since then Russian influence has increased in Corea and Eastern Asia generally, to the detriment of Japan and Great Britain. Russia has taken a position in opposition to the partition of the Turkish empire. The Pamir question will be settled peacefully.

Turkey.—The history of the empire during 1895 has been one of violence and bloodshed. Fanatical Mohammedans have killed thousands of Christians in Armenia and Asia Minor. Serious rioting occurred at one time in the streets of Constantinople. At present there is a large fleet of foreign vessels in Turkish waters. They are there to watch each other as well as to restrain the bloodthirsty Turk.

Other European Countries.—The elections in Italy resulted in a triumph for the Crispi party. In September the twenty-fifth anniversary of the entry of the Italian army into Rome was celebrated. The dispute between Sweden and Norway shows signs of approaching settlement. Two more tunnels will be constructed through the Alps. The murder of ex-Premier Stambouloff, of Bulgaria, was attributed to Russian intrigue. An insurrection occurred in Macedonia.

Africa.—There have been the usual number of small wars in Africa this year. Severe fighting has occurred between the Belgians and Mahdists in the Congo region. Great Britain sent an expedition to Ashantee. The city of Morocco was looted by rebel tribesmen. The Italians have had some successes and some reverses in Abyssinia. Bechuanaland has been annexed to Cape Colony. The building of railroads in East, West, and South Africa has been going on with great rapidity. A cable has just been laid from Madagascar to Mozambique.

Asia.—The city of Kuchin, Persia, was destroyed by an earthquake. The British sent a successful military expedition to Chitral on the slope of the Hindu Kush. Peace was concluded between China and Japan, the latter obtaining a large indemnity and the island of Formosa. Corea was made independent. Since then there has been an uprising in which the Korean queen was murdered. A serious revolt has also occurred in Northwestern China, and Japan was obliged to take Formosa by force of arms. Thousands died of cholera in Japan and China.

Early in the year an insurrection in Hawaii was crushed. Queen Liliuokalani, finding that her chances of restoration were small and to moderate her punishment, formally renounced her claim to the throne.

Obituary.—The following are among the prominent people who have died during the year.—*Rulers, statesmen, etc.*—Ex-Pres. Peixoto, of Brazil; Ismail Pasha, ex-khedive of Egypt; the crown prince of Siam; ex-Senator Allan G. Thurman; Walter Q. Gresham, secretary of state; John L. Stevens, ex minister to Hawaii; Isaac P. Gray, U. S. minister to Mexico; Lord Randolph Churchill, English statesman; M. de Giers, Russian premier; Señor Zorilla, Spanish statesman; Frederick Douglass, ex-slave and anti-slavery agitator; Theodore Dwight Weld, anti-slavery agitator; Sir James Bacon, English judge; E. Rockwood Hoar, Massachusetts judge. *Authors, journalists, artists, etc.*—H. H. Boyesen, novelist; George A. Sala, English journalist; William Henry Hurlbert, journalist and author; Eugene Field, poet and journalist; Alexandre Dumas, French novelist; Henry O. Houghton, publisher; Rev. S. F. Smith, author of "America;" Emily Faithfull, lecturer and author—champion of her sex; Bartholomy Saint-Hilaire, French author; Paul Mantz, French art critic; Cesare Cantu, Italian historian; Richard O'Gorman, New York lawyer; Christina Rossetti, English poet; Franz von Suppe, German composer; Gustav Freytag, German poet, dramatist, and journalist; Auguste Vacquerie, French poet; W. Jennings Demorest, journalist and Prohibition leader; James W. Scott, Chicago newspaper publisher; David M. Stone, journalist. *Scientists.*—Prof. James Dwight Dana; Sir Henry Rawlinson, Assyriologist; John Stuart Blackie, Scotch scholar; Pasteur, French scientist; Prof. Babbington, eminent botanist of Cambridge university England. *Soldiers.*—Marshal Canrobert, of France; Maj.-Gen. Joseph B. Carr, of Troy, New York; Gen. William Mahone, of Virginia; Gen. Thomas Jordan, ex-Confederate soldier; Gen. Adam Badeau, the friend and assistant of Grant; Archduke Albert, of Austria; Admiral Hornby, of the British navy; Gen. John Newton, famous engineer; Rear-Admiral Almy; Admiral Sir Wm. Martin, senior officer of the British navy; Gen. John G. Farnsworth. *Churchmen.*—Julien F. Duprez, cardinal-archbishop of Toulouse; Rev. Dr. Edward Beecher.

Editorial Notes.

If scheming politicians should succeed in their efforts to close the Cook County normal school and thus lose the services of Col. Parker to the educational world, Chicago will do an act that is inexcusable. Is there so little public spirit in that city that a few selfish men can lay their hands on an educational institution of world-wide renown and none say them nay? Where are the women who last year banded together to prevent political corruption and personal animosities from sapping the life-blood of the county's schools? Is there none who will tear the cloak with which the plot is covered and reveal the real object of these Jagos? If any member on the board of education should fail to stand by the normal school, let him be sure that a time of reckoning will come. In the reaction that is sure to follow he will be held as an abettor of a scheme for the promotion of mercenary interests.

The Chicago *Times* in its issue of December 24, gives a well deserved rebuke to the regressionist *Tribune* of that city. The *Tribune* has earned the cheap notoriety of always taking the wrong side in matters relating to schools and educational affairs. Its Don Quixotic onslaught upon the public school curriculum some time ago, and its Pickwickian criticisms of Col. Parker and the Cook County normal school are well remembered by educational workers. The *Times* shows who the real 'faddists' are in these words: "Those who would skeletonize the public school curriculum by stripping from it everything that gives it symmetry and form, reducing it to the bare bones of the 'three R's' are the real 'faddists.' Now let the *Tribune* go ahead with its 'fad' war."

A good theme for the literary classes in the high schools is the appointment by the queen of Alfred Austin as poet-laureate to succeed Lord Tennyson. He is a poet, critic, and journalist, born in 1835; took his degree at the University of London in 1853; in 1857 he was admitted to the bar, published anonymously a poem entitled "Randolph" when he was eighteen; his first volume of verse, "The Season: a Satire," appeared in 1861. Other poems are, "The Human Tragedy," "The Golden Age: a Satire," 1871; "Interludes," 1872; "Rome or Death," 1873; "Madonna's Child," 1873; "The Tower of Babel," a drama, 1874; "Leszko, the Bastard: a Tale of Polish Grief," 1877; "Savonarola," a tragedy, 1881; "Soliloquies in Song," "At the Gate of the Convent," "Love's Widowhood and Other Poems," "Prince Lucifer," and "English Lyrics," "Fortunatus the Pessimist," "England's Darling." He has published three novels—"Five Years of It," 1858; "An Artist's Proof," 1864; and "Won by a Head," 1866; also, "The Poetry of the Period," reprinted from *Temple Bar*, 1870, and "A Vindication of Lord Byron," 1869; and "The Garden That I Love." His political writings include "Russia Before Europe," "Tory Horrors."

The Venezuelan commission is named; it will consist of five members, as follows: David J. Brewer, of Kansas, associate justice of the supreme court of the United States; Richard H. Alvey, of Maryland, chief justice of the court of appeals of the District of Columbia; An-

drew D. White, of Ithaca, N. Y., ex-president of Cornell university; Frederick R. Coudert, of New York city, an eminent lawyer; Daniel C. Gilman, of Maryland, president of the Johns Hopkins university.

There are in the senate to-day 87 senators, there being one vacancy, from Delaware. Of this number 42 are Republicans, 39 are Democrats, and 6 are Populists. If, therefore, the Populists should vote with the Democrats on any question, the Republicans would be in a minority, and if they vote with the Republicans the Democrats will be in a minority. This condition of things puts them for the present in a position of power. It will be well for the schools to watch the senate.

Why Be Narrow Minded?

Of all persons the educator should be broad-minded. Unfortunately many have seen only the aspect of humanity presented by the children before them daily, and the community composed of the parents of those children. Their standards are formed of materials in this narrow field, instead of those found in the wide, wide world. Letters are received from subscribers that display resolute unwillingness to hear any side but their side.

THE JOURNAL advocated the disuse of corporal punishment in schools twenty years ago. No small number said: "Advocate whipping and I will take the paper." It urged the introduction of manual training, and then it was: "That is a crazy doctrine; the schools are for study and not sawing and planing." Of course such did not want to subscribe. It approved most heartily of observation culture as proposed by Dr. Calkins. "Publishers' twaddle and wasting of time," was the salutation the agent received then. It gave Col. Parker a royal welcome: "I don't want articles about him." And then many of the primary teachers said: "It advocates the kindergarten which is a great humbug." This class has not wholly disappeared from the face of the earth yet.

The Catholics rarely had any comment to make on articles relating to religious teaching in the schools, but the Protestants were very emphatic and dissented from any common ground. The approval of Dr. Rice gave another wing an opportunity to find fault: "He should not be approved; even if things are as he stated, it is wrong to publish them." No small number who say: "There is so much about pedagogy that I don't want to see it."

This recalls the words of Supt. Kiddle, of this city, in 1874. In the first number of THE JOURNAL after it came under the control of the present editor, he said: "This paper is dedicated to a reform in education." Seeing this, the experienced superintendent said: "You don't know them; they don't want to be reformed; they will hate you for trying to reform them; pat them on the back and tell them they are all right and they will take your paper."

Yet it was the duty of THE JOURNAL to discuss all these very topics. The teacher must be willing "to hear the other side; it is very probable that is just the knowledge he most needs. He must consider himself all his life long as a learner. We therefore commend most of all THE JOURNAL to those who disagree with some or all of its utterances.

Our Commissioners' Make-Up.

The controversy over the report of the Committee of Fifteen on "The Correlation of Studies in Elementary Education," as far as it has progressed, has demonstrated not only that its distinguished author, Dr. William T. Harris, is a vigorous and independent thinker and a skilled dialectician, but also that he surpasses everyone of his critics in breadth and depth of scientific and philosophic scholarship. And why should he not? Who is there in the educational field that can compare records with him as regards scientific and philosophic investigations? From a friend of Dr. Harris, who was his pupil at St. Louis and later a principal under him when he was the superintendent of that city's school system, the writer learned the following facts:

As a student at Yale Harris excelled in philologic research, particularly in Oriental languages. At the same time he took a growing interest in natural science. Later while teaching in a St. Louis public school he took up scientific experiments, stimulated, it seems, by Herbert Spencer. He built for himself an observatory and laboratory and was much interested in scientific research. Later he outgrew Herbert Spencer and the materialistic philosophy and applied himself with assiduity to the mastery of Kant, Fichte, and Hegel. With him grew up in St. Louis that coterie of thinkers which for influence upon young and growing minds, for its net value to the cause of education, has not been surpassed, except perhaps by a similar coterie in Boston some years earlier.

Dr. Harris' studies in metaphysics did not blind him to the value of natural science lessons in the common schools. Twenty-three years ago he completed the introduction of natural science—Botany, geology, zoology, physics into all the grades of the St. Louis schools. And the objective observational method was used too. It would greatly surprise some of the people who are discovering that natural science is a good thing to read that twenty-three-year-old course of study.

Late Dr. Harris became interested in art. He applied himself to the problem of comprehending the world's masterpieces in painting, music, and sculpture with the same vigor that he attacked other problems.

Later he strayed into the field of economics. His answer to Henry George shows how well he has done his work in that department of work.

Dr. Harris was a teacher of stenography and quite a rapid writer more than thirty years ago. He has had the remarkable faculty of keeping in touch with the advancement and progress in each of the departments in which he has labored. Is it any wonder that he is a giant.

Leading Events of the Week.

President Cleveland decides upon another issue of bonds at once.—Minister Terrill has informed the Turkish government that it will be held responsible for losses of Americans in Asia Minor.—The German government has received notification from Washington that German insurance companies in the United States will suffer unless Prussia rescinds her laws against American companies.—Emperor Francis Joseph thinking of changing the succession in favor of the Archduchess Valery.—On Dec. 29 Mr. Gladstone celebrated the eighty-sixth anniversary of his birth.—New York city raising a fund to secure the National Democratic Convention.—British and Spanish ministers expelled from Bogota, the capital of Colombia.—The message of Governor Morton (New York) upholds the Monroe doctrine, favors arbitration, and deprecates war with Great Britain; he urges action on the Greater New York bill and suggests excise legislation.—Great excitement in Berlin over the British invasion of the Transvaal.—The Cuban rebels much to the surprise of the Spaniards, invade the province of Havana.

Professor Edward R. Shaw, dean of the School of Pedagogy, New York university, delivered an address before the Illinois State Teachers' association at Springfield, on Friday December 27, on "Motor Energy and the Employment of the Motor Activities in Teaching." He showed that the first glinting of this idea is found in Comenius, how it was enlarged and made significant by Basedow, Heusinger, and Froebel. He then discussed it from its scientific side and pointed out cogently and clearly its application in the school-room and the value that would result in its application. In the following passage he paid a high compliment to Colonel Parker: "It was in 1797 that Heusinger apprehended this important principle and expressed his surprise that teachers had not heretofore recognized this impulse of children to activity and taken advantage of it in the work of instruction. It is not the first instance in which the truth and value of an idea has been recognized a century after its expression. And it is a source of much pleasure to me to offer some of my pedagogical worship at the shrine of Heusinger. Nor would I omit to do honor to one under whom I have sat, and one who has taken active part in the proceedings of this meeting; one who has not only in this state, but in the state of Massachusetts, from which he came, vigorously advocated this same idea. And I believe that when the future historians of education shall have analyzed and apprehended the significance of this vivid, throbbing present—to them a receding and faded past—that name will rise and take its place in that noble galaxy, with those of Comenius, Basedow, Heusinger, and Froebel."

This being a special number, containing much extra material, many notes and association reports must be left over until next week.

Among the educators who died last month are two men widely known throughout the country.—Baron Nils Posse, the leader of the Swedish gymnastic movement in this country and Elijah A. Howland, the oldest and most successful principal in New York city. Fuller notes of these men will appear later.

January 12, 1896, is the 150th anniversary of the birth of Pestalozzi. The day should be celebrated everywhere in educational circles. The two programs below may suggest suitable exercises. EDUCATIONAL FOUNDATIONS celebrates the occasion by a special Pestalozzi number, and has made Pestalozzi the central figure in the history course of the present year—the Pestalozzi anniversary volume of EDUCATIONAL FOUNDATIONS, as it may be suitably called.

I. PROGRAM FOR A GENERAL MEETING OF TEACHERS AND FRIENDS OF EDUCATION.

1. Opening Song.
 2. Prayer.
 3. (a) Address: America's Debt to Pestalozzi. (b) Discussion.
 4. "Pestalozzi's Life and Personal Characteristics."
 5. "The Effect of Pestalozzi's Educational Reform Work."
 6. "What Can We Learn of Pestalozzi?" (a) As Parents? (b) As Teachers?
- (None of the addresses or papers should be longer than twenty minutes.)
- Close with a song, after that a reception and general hand-shaking. Let this anniversary mark the beginning of closer sympathy and intercourse between teachers and parents.

II. PROGRAM FOR SCHOOL EXERCISES.

(Invite the Parents.)

1. Song by the Children.
2. "Story of the Great Work of Pestalozzi" by one of the teachers.
3. Incidents from Teacher Pestalozzi's Life.
4. Song by the Pupils.
5. Address: "What We Owe to Pestalozzi."
6. Closing Song. (After that reception to parents.)

NOTE.—Have the assembly-rooms tastefully decorated.

Educational Meetings.

Michigan Teachers in Session.

[SPECIAL CORRESPONDENCE]

The forty-fifth annual meeting of the state association was held at Lansing, Dec. 26-28.

It was assumed by many in a position to know that the attendance upon this meeting would be small, coming as it did in the last days of holiday week. All were agreeably surprised. The attendance was large and representative. The program was excellent, papers scholarly, discussions spirited, and the social features enjoyable.

Pres. Edwin C. Thompson, of Saginaw, W. S., called the association to order. In his annual address he said that the air is full of new things, such as child study, correlation, nature study, individualism, etc., and that resolutions in matter and method of teaching, are about to take place. He hoped for the time when the people will build for schools, well-ventilated school-houses, where masterpieces of art shall adorn the walls, and where teachers will do better work for better pay. He then discussed the question: "What is the Enduring Thing? What Shall be the Eternal?" which he answered by saying, "In all records of great human events and in the world's truest and deepest thought as recorded in literature as well as in the world of art, the one enduring theme seems to be the adjustment of soul to God. It is the divine spirit of selfishness with its fruitage of love and self-sacrifice which rendered the name of Florence Nightingale immortal, and that teaching which forgets to deal with the religious must be a failure. We want, not simply learned men and women. We want honest, true, Godlike men and women. Then in all our professional studies leading to a mere wise adjustment of educational affairs, and in our daily work with those placed in our care for training, let us not forget that, 'The grandest work in which man, and so far as we are able to determine of God himself can engage is the building of Christian character!'"

The first topic was "Child Study." Supt. A. S. Whitney, of Saginaw, E. S., gave a history of the movement and its present status in Michigan and elsewhere. Prin. Harriett Marsh told of the conduct of "Mothers' Meetings" in Detroit. Supt. George R. Catton, Cadillac, showed how the work is conducted among his city teachers. Supt. C. O. Hoyt, Lansing, gave a fine talk on "Temperament" and distributed blanks for the teachers to fill out and be returned to him for compilation on this important phase of child study.

The evening session was the feature of the whole meeting lecture, "Some New Results of Child Study and their Application to Education." Dr. Hall said more than 30,000 reports had been sent in to him in response to his syllabi. His lecture was in the main drawing inferences from these reports.

After the discussion of many details of these reports the following new principles were enunciated deduced from the thousands of replies received by him: 1. Must not have work too fine. 2. Excessive repetition an evil. 3. There is a danger of over-cultivation of symmetry. 4. Foreign languages taught at great disadvantage; if study is delayed until children reach their teens. 5. It is just as necessary to sing before studying notes as to talk before reading. 6. That animate objects should be drawn before inanimate. 7. Half the discipline of life is lost without myths.

The program Friday forenoon was the discussion of a report of a committee appointed one year ago to prepare a model course of study. The report was incomplete, but received a thorough airing. The committee was continued and is to work another year on the matter. In the meantime the matter will be discussed in its different aspects in all the different associations of the state.

Section work was carried on in the afternoon. The college section was presided over by Pres. Willard G. Sperry, of Olivet. The subjects were "Disciplinary Value of Formal Logic," "Science in Secondary Schools as Preparation for College: What? How Much? Method?" The section elected as chairman Prof. C. H. Gurney, Hillsdale college, Vice-Pres., Prof. E. A. Strong, Ypsilanti normal; Sec'y, Prof. John T. Ewing, Alma college.

High school section discussed four papers, "High School Athletics," "Uniform Course of Study in Michigan High Schools," "The North Central Association of Colleges and Secondary Schools," and "Analysis of the English Sentence." They elected the following officers: Chairman, Prin. C. S. Hartwell, Kalamazoo; Sec'y, Prin. W. H. Smith, Lansing.

Primary section confined its work to two subjects which were thoroughly discussed: "From the Child's Standpoint," and "Modes of Expression." Officers elected: Chairman, Hattie M. Plunkett, Ypsilanti; Sec'y, Martha Sherwood, Saginaw, E. S.

Mathematical section discussed algebra and arithmetic as follows: "Notes on College Algebra," Prof. W. W. Beman, U. of M.; "Hints on Teaching High School Algebra," Prin. E. T.

Austin, Owosso; "Arithmetic in the Grades," Ada Van Stone Harris, Ypsilanti normal.

Commissioners section had an unusually busy and profitable session mainly because of the presence of County Superintendent Mackin, of La Grange, Ind., who spoke on "County Supervision." Mr. Mackin was subjected to a perfect fusillade of questions by the commissioners who wished to compare the district and township unit plans. The other questions discussed by this section were "District Libraries and Plans for Supplying Them" and "Examination of Teachers." Their officers are: Pres., Com. W. H. Maybee, Jackson Co.; Sec'y, Com. Flora Beadle, Barry Co.

Music section was organized for the first time and will have a program next year. Officers elect: Pres., Mrs. Emma A. Thomas, Detroit; Vice Pres., Florence Marsh, Detroit; Sec'y, Leila Scofield, Lansing.

The evening session was devoted to the "Compulsory Law." It was discussed by State Supt. H. R. Pattengill; Supt. W. W. Chalmers, Grand Rapids; Supt. F. R. Hathaway, Flint; Supt. John A. Stewart, Bay City, and Truant Officer Wimer, of Bay City. The law was passed by the last legislature and is proving a most excellent measure. Everyone is delighted. Hundreds of children have been added to the schools this fall on account of its workings.

Saturday morning, the last session was occupied with reports of officers and committees and one paper, "School Management," by Prin. W. A. Ellis, Detroit. A committee on "Professional Ethics," appointed one year ago, submitted a report which was adopted and which will appear later.

The association officers for the ensuing year are as follows: Pres., Supt. C. O. Hoyt, Lansing; 1st. Vice Pres., Supt. E. L. Briggs, Coldwater; 2d. Vice Pres., Supt. Jno. A. Stewart; Corresponding Sec'y, Supt. J. D. Schiller, Niles; Railroad Sec'y, Prin. J. W. Kennedy, Detroit; Treasurer, H. T. Blodgett, Ludington; Executive Com. 1893-6, Prof. B. A. Hinsdal, Ann Arbor; Florence C. Fox, Lansing; Prin. W. A. Ellis, Detroit; 1894-7 Dr. R. G. Boone, Ypsilanti; H. R. Pattengill, Lansing; Com. E. P. Clarke, St. Joseph; 1895-8, Supt. G. W. Walker, Adrian; Com. Flora Beadle, Hastings; Prof. Delos Fall, Albion.

Mason, Mich,

W. J. MCKONE,

Vermont State Teachers' Association.

The Vermont State Teachers' Association met at St. Johnsbury Nov. 21, 22, 23.

The first speaker on Friday morning was Principal Bagnall, who spoke on school libraries. He pointed out the need of libraries and recommended the best books. State Supt. Stone said in the discussion which followed that town and school libraries should be combined. Principal Kelly said it is a crime to teach children to read and not teach what to read.

Chas. F. King read a paper on "What to Teach in Geography," in which he said that observation should go before study. The proper way to begin geography is to take some definite object out of doors near the school-house and study it. The view should then be broadened to the country round about. Physical geography was recommended, but was to be used with caution; the things that the child is ready for are to be taken up first. From this foundation the teacher should lead up to humanity, the highest of all studies.

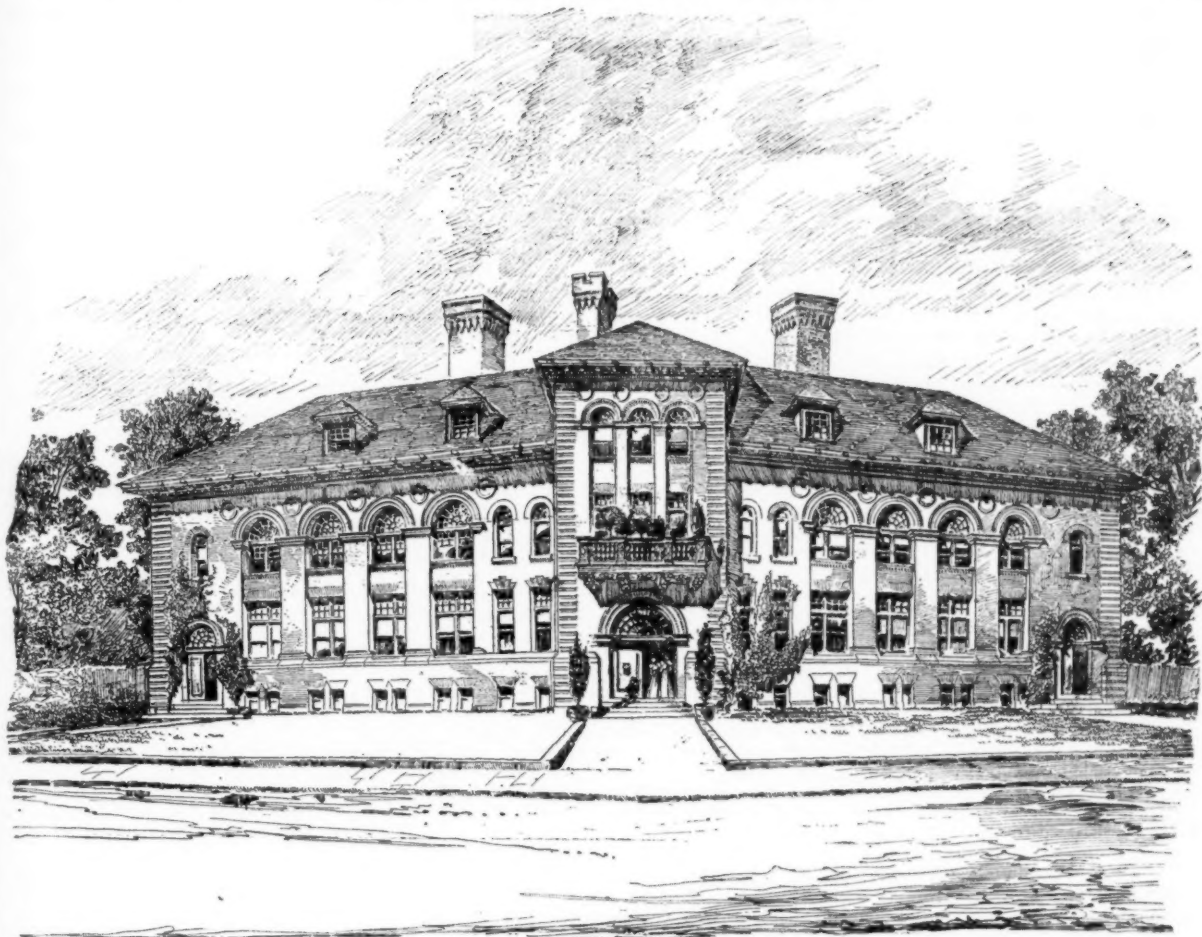
Mr. Henry T. Bailey, superintendent of drawing for Massachusetts, spoke on "Illustrative Sketching." The drawings of children, he said, should be encouraged and not discouraged, but the teacher should direct the children in their sketching to draw only what is helpful. He recommended the use of illustrative sketches in history. Diagrams showing plans of campaigns and characteristic details help to fix facts in children's minds. Drawing is needed in nature study also to embody ideas of life. He illustrated by a violet plant growing from seed.

Miss Matilda Paine, of Bradford, read a paper called "Seen Through Other Eyes," in which she gave a boy's idea of two teachers. She brought out the idea that if teachers could see themselves through their pupils' eyes they might change their methods of teaching.

Hon. Frank Plumley, of Northfield, spoke on "The Relation of the High School to the Common School System." He defended the law, recently passed, that empowers high schools which fulfill certain requirements to grant second grade certificates to their graduates.

"Essential Work in Teaching" was treated by Prin. Homer C. Bristol, of Saxton's River. He thought that the essential of the teachers' work is guidance of the vital, intellectual, and moral powers of the pupil. The teacher should work from the inside out, and guide the pupils so that growth will be sure to follow.

Miss Harriet E. Savage, of Montpelier, read a paper on "Expert Supervision of Common Schools." She thought the salary of



JAMES STREET SCHOOL, AUBURN, N. Y.

superintendents too low to induce teachers to give themselves up altogether to the work. She thought the scientific supervisor the crying need of the schools, and that if the demand arose for supervision the supervisors would be forthcoming. In the discussion which followed Hon. Mason S. Stone, state superintendent of public instruction, agreed with Miss Savage that skilled superintendents are needed to increase the efficiency of the school. Mr. Henry T. Bailey pointed out the beneficial results of skilled superintendence in Massachusetts.

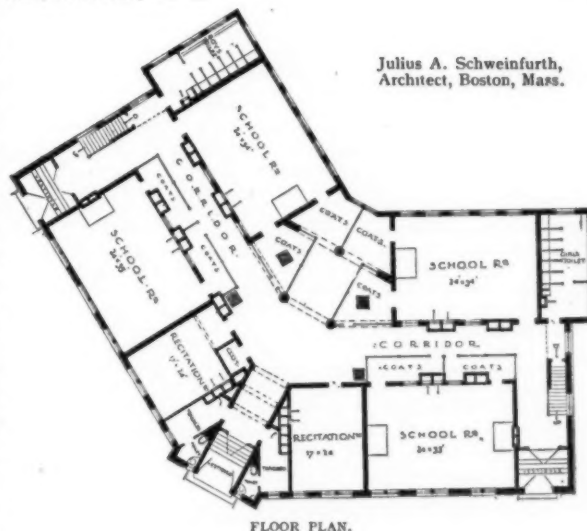
"Elements of Beauty," was the subject of an address by Mr. Henry T. Bailey. He took the last two verses of the Ninetieth Psalm as his text. God gave a three-fold manifestation of himself,—as Law, Life, and Love. From each of these beauty arises, beauty of form or arrangement, beauty of life, and beauty of color. Another law is that of rhythm. This was illustrated by tapping on the desk to make it sound, and making marks on the blackboard to show it in lines. The third beauty is that of balance, which was illustrated by wild hemlock, St. John's-wort, and other plants. There is the beauty of form,—the curve. Curves are of three kinds, of force, grace, and elegance, illustrated by pouring tea from a pot, by leaves, and by the spiral line of a shell. The beauty of color is two kinds, that of contrast and analogy. In addition, the lecturer said that it was the business of the teacher to open the children's eyes to those things.

Mr. Charles F. King spoke in the afternoon at Athenaeum Hall, following somewhat the line of his lecture in the morning. He said the good geography teacher was one who made the children crazy to travel.

On Friday evening President Tucker, of Dartmouth college, spoke on "Personality in Teaching." He said:

"We have to remind one another that this is the secret of all teaching from the kindergarten to the university. When we want a teacher we want a whole man in every respect. The good teacher is the one who uses his personality straight through his teaching. As teachers we fail more in the imaginative faculty than in character. We lack that kind of imagination which sees the world so keenly. Personality belongs outside of teaching as well as inside. Avoid routine and keep the stimulus continually applied to yourself. Get in close touch with life. Some do it by further research, some do it by getting in closer touch with men, some through sports. Do it the best way you can, only be sure and do it. Give me the man that feels things."

In speaking of the "Teacher's Reward," Principal Putney said the experiences of teaching were really the greatest reward.

Julius A. Schweinfurth,
Architect, Boston, Mass.

FLOOR PLAN.

Principal Whitehill of the Randolph high school, spoke of the "Teacher's Vacation" and said while each teacher must consult his own nature he preferred solitude with nature.

Principal Waterbury, of the Johnson normal school, spoke upon the "Teachers Equipment," which should include a sound common-sense, a knowledge of truth, and a knowledge of the subject-matter which he is to teach.

Professor Dolbear, of Tufts college, spoke on "Old and New Theories of Education," and said that the aim of all the theories of education was to put the pupil in possession of himself.

On Saturday E. H. Whitehill, of Woodstock, spoke on "Co-operation of Teachers." He pointed out three causes why teachers fail to do their best,—small salaries, isolation, and lack of expert supervision.

Edgar P. Neil, of Bakersfield, read a paper on "Geology in Secondary Schools."

Miss Lucy Wheelock, of Boston, spoke on "Beginnings:"

"The kindergarten is necessary as a beginning in teaching. We need at the beginning a development which is to be used later. All the potential activities of the man are in the child. The important thing is to start them in life right. The inspiration we can give them is unlimited. This is the function of the teacher. We can't begin too soon. During the period between four and six years of age, he is an eye taking in and giving out again. We must not neglect this period. We should give him possession of all his powers, give him scope for his imagination. Physical development must not be neglected. A sound mind in a sound body is desirable. What shall a man do if he gain the whole world and lose his health? If you want a child to have deft hands it is necessary to begin early so that they will become skilful during that period."

Prin. Arthur W. Pierce, of Barre, read a paper on "Glimpses of English Schools," in which he described Rugby principally, although other schools were mentioned.

The last paper of the session was by Rev. C. H. Richardson, of Norwich, on the "Education of the Whole Boy."

Raking the Ainsworth Law.

SYRACUSE, N. Y.—The eleventh annual conference of the associated academic principals of the state of New York met at the high school Dec. 26. The discussion on "What Modification of the Ainsworth Law Ought this Association to Advocate?" was opened by Prin. Thorpe, of Jamestown. He thought the law arbitrary in its demand, and that his definition of it was "a law for the teaching of physiology and hygiene incidentally in connection with the study of the nature and effect of alcoholic drinks on the human system." The school men found themselves in a peculiar position; the law had been passed, and yet most school teachers objected to its being carried out. The strongest objections to the law are, it is too exacting in detail, it attempts to cover too much, and there are too many lessons, and too many grades.

Principal Norris, of Canandaigua, indorsed the views of Mr. Thorpe and introduced a resolution to the effect that all text books on physiology and hygiene proposed as a guide and standard for teaching the nature of alcoholic drinks, tobacco, and other narcotics and their effects upon the human system, should be referred to the State Board Medical Examiners for examination and report. This matter will be taken up to-day.

"Has the Compulsory Education Law Met the Expectation of Its Promoters?" was introduced by A. M. Wright, of Albany, and was discussed by Principal Allen, of Rochester, Superintendent Williams, of Glens Falls, Principals Little, of Watertown, Boynton, of Ithaca, and Sheldon, of the Oswego normal school.

Mr. Wright thought that the law helped to secure regular attendance, but did not meet all demands. The consensus of opinion favored the law.

Prin. Boynton discussed geometry teaching, and in the afternoon session "Teachers' Training Classes" were discussed.

Prin. E. J. Peck, of Oswego, in speaking on "Best Methods of Rhetorical Work in the Union Schools," said that he was impressed with the deficiency of rhetorical work in the schools, and thought that it should begin with speaking and writing, as people must learn to express their thoughts properly.

Dr. A. E. Sheldon, of Oswego, said that rhetoric must be considered from the standpoint of thought and expression. F. D. Boynton, of Ithaca, said that each pupil should do some English work every day. Joseph E. King, of Fort Edward, thought that it was sufficient to examine a specimen essay, if the mistakes were thoroughly pointed out. Thos. O. Baker, of Yonkers high school, emphasized the need for each pupil's essay to be examined at the same time.

Thos. B. Lovell, of Niagara Falls, read a paper on "Ought the Normal Schools to Maintain Academic Principals?" Prin. T. B. Stowell, of the Potsdam state normal school and Prin. Francis J. Cheney, of Cortland normal, spoke on the subject. Dr. Cheney thought that there would always be a certain amount of academic instruction in the normal schools.

Grammar School Principals Meet.

SYRACUSE, N. Y.—The third annual meeting of the state council of Grammar School Principals met here Dec. 26 and 27. Prin. S. R. Moulthrop, of Rochester, discussed "Individualization; What can be done for the Individual Pupil?" Individuality, he said, is an important factor in the teacher's work, because her self is manifested in the life of her pupils, to a greater or less extent. The principal of a strong individuality, with a corps of assistants, also of a strong individuality, will form character in the pupils.

Prin. Scott thought that each child is different from any other child and its nature must be treated accordingly. He made a point against the crowding of the grades, which prevents individual work. The teacher should be allowed to teach in her own way and not be forced to mimic others.

A paper by Prin. John E. Sherwood, of Albany, on "Cor-

relation of Studies from the Standpoint of the Elementary School," was read by Prin. S. C. Pierce, of Rochester. Prin. Sherwood thought that reading, writing, grammar, and arithmetic were studies of most importance.

Prin. Geo. H. Walden, of Rochester, said that in considering a curriculum there were three points to be considered, the philosopher's, or the ideal; the teacher's, or the practical, and the public's.

Dr. Murry thought that our greatest lack in this country is that of the ideal. He said that Prin. Sherwood's paper was not in harmony with modern ideas, which provide for sympathy with childhood, for child study, and for the development of right ideas in the child. "The aim to-day is to give the child an idea of literature and nature. The paper says that for the first three years the child should be taught reading, writing, and spelling, but this is erroneous, and is opposed by the greatest educator of the day, Froebel."

Principal Holden, of Baldwinsville, asked how it was possible in New York state to get rid of so much grammar and arithmetic.

Doctor McMurry replied that President Eliot, of Harvard, said that the least valuable study is arithmetic. The great fault to-day was the lack of unity of action against the system.

Prof. M. V. O'Shea, of the University of Buffalo, said: "If you want the child to understand nature, you must get nature into the school-rooms. A man who is going to be a professional man studies the line which will prove itself of greatest value to him. The pupil needs more of nature, as that is what he will meet in his future life. There has been too much isolation of studies from each other. The studies should be presented so that they are connected to one another."

Prin. Walden said that children should be trained first in thought, and that in the early part of the child's life the same curriculum must be applied to all.

Prin. Scott did not believe in teaching so much arithmetic, and he would not have it in the primary grades.

Dr. Frank M. McMurry, dean of the Buffalo University School of Pedagogy, read a paper on "Child Study; Can it be Made Practical?" Miss Marian Strickland, of Syracuse, led the discussion. Both speakers endorsed the kindergarten as one of the best means of developing the mind of the child.

In the evening State Supt. Charles R. Skinner, gave a stirring address on the "Aim of the Public School System."

The following officers were elected: President, W. H. Benedict, of Elmira; first vice-president, G. L. Boswell, of Albany; second vice-president, Miss J. N. Roberts, of Hudson; corresponding secretary, George R. Winslow, of Binghamton; recording secretary and treasurer, M. A. Root, of Buffalo; executive committee, R. B. White, Syracuse, S. R. Moulthrop, of Rochester, Charles E. Lawton, of Auburn, Jared Barhite of Long Island City.

A Catholic Winter School.

NEW ORLEANS, LA.—The Catholic Winter school will begin here Feb. 16, 1896. Col. Richard Malcolm Johnson, of Baltimore, will deliver a course of five lectures on "English Literature;" Mr. Graham Frost, of St. Louis, on economic questions; Mr. Condi Pallen, editor of the *Church Progress*, in St. Louis, on "The Philosophy of Literature;" Rev. Morgan M. Sheedy, of Altoona, Pa., on "Socialism and Socialists," and on "The Church and Wage-Earners;" Prof. Alcee Fortier, of Tulane university, on "Louisiana History." The course of lectures on pedagogy will be by Brother Baldwin, of the Christian Brothers' Training school, at Amawalk, N. J. Rev. Zahm, of Notre Dame university, in Indiana, will speak on "Science and Dogma;" Rev. Powers, of New Orleans, on "Ethics;" Rev. Mullaney, of Syracuse, N. Y., who started the movement to have the winter school here, on "Dante and the Italian Poets." Rev. M. S. Brennan, professor of astronomy in Kenrick seminary, St. Louis, on "Astronomy;" Rev. Langlois, of St. Martinville, La., on "Botany;" Miss Starr, an art critic, on "Art." Altogether, there will be nearly fifty lectures, which will include a number of impromptu and odd ones not yet on the schedule. The session will begin Thursday, Feb. 20, and will last until Saturday, March 14. There will be receptions, entertainments, and perhaps one or two conventions of Catholic editors, Sunday-school teachers, etc.

The course will be under the management and control of Archbishop Janssens. The secretary of the Catholic Winter School of America, is Mr. A. H. Flemming, 312 Camp street, New Orleans, and all communications addressed to him will receive attention.

Christian Work writes of THE SCHOOL JOURNAL: "This progressive, wide-awake journal is an inspiration and an instructor at all times to every one interested in education, but the Christmas number surpasses itself in beauty and attractiveness. From cover to cover it is filled with Christmas plums—stories, songs, exercises, poems, suggestions for school-room decorations, etc."

Criminal Crowding of Public Schools.

SCHOOL REPORTS.

Mr. James H. Penniman, of Philadelphia, whose name is familiar to many readers of *THE JOURNAL*, follows this article on "The Criminal Crowding of Public Schools," of last May, by another one which is published in the *Forum* for January, 1896. A good suggestion in his last article is the following:

"The most important function of a school report is to make known the needs of the schools, and the first step toward reforming the lamentable conditions that exist in many of our cities is to have the facts fully set before the public. We have a right to know the worst. The public schools are largely what public opinion makes them, and it is only by giving the greatest publicity to the crying defects of the system that the proper authorities can be shamed into correcting them."

CHICAGO PRAISED.

Of Chicago, Mr. Penniman says:

"The energy and liberality with which educational difficulties are met in Chicago give us a gratifying instance of what Western business ability can accomplish when well directed, and we are confident that the 17,545 children who are now attending in half day divisions will soon be properly accommodated. They have the right spirit in Chicago, and feel that 'nothing should be left undone which modern science can suggest, or money secure, to make ample provision for the temperature, light, ventilation, and sanitation of our school buildings. Anything short of the best is without excuse; for, when it is considered that the schools are the abiding-places of our children for so large a part of each day and year, it is little less than criminal to neglect these provisions so essential to their welfare.' Would that there were more cities where such manly and liberal sentiments were the spirit of the community."

NEW YORK CRITICISED

New York City is severely censured:

"It is difficult to get at the exact facts with regard to the schools in New York city. There are few towns of 10,000 inhabitants that do not issue a more complete school report than the small pamphlet of 62 pages which embodies the New York report for 1894. On the day when the schools began, in September, 1895, the *New York Herald* announced that there were 50,000 children who would not be able to obtain accommodations. It is to be hoped that this is a large overestimate. Those who desire information as to the character of the accommodations enjoyed by the 200,000 who were so fortunate as to get in are referred to Dr. Douglas H. Stewart's article on 'Unsanitary Schools and Public Indifference,' in *The Forum* for September, 1895. When we know that thousands are vainly seeking admission to such dark and dingy schools as the city of New York can afford to give her favored children, it is with a sense of the ludicrous that comes sadly near the pathetic that we learn that the new provisions of the Truancy law are to be strictly enforced, and that parents will be held equally culpable with the children for pupils' absence from school."

The Study of Alcohol.

Several years ago many of the states were induced to require instruction in the effects of alcohol and tobacco; last year the N. Y. legislature passed a law requiring increased instructions. It is against this the teachers universally kick, the reasons for which have been explained in *THE JOURNAL*. In the city of New York the new books to give this new teaching will cost it is estimated \$55,000.

The law provides that the nature of alcoholic drinks and their effects on the human system shall be taught for not less than four lessons per week for ten or more weeks in the year in all grades below the second year of the high school. It says that all pupils who can read shall study this subject from suitable text-books. The text-books on this subject are five:—"Health for Little Folks," "Lessons in Hygiene," "A Primer of Health," "A Healthy Body," and "How To Keep Well." In these one-fifth is devoted to the study of alcohol.

Here are some things gathered from them. In the primer the process of wine making is explained, and a poison is said to remain in the wine and makes the wine poison, the name of which is alcohol. Alcohol may make a father cruel to his children. It sometimes makes a man tell falsehoods and do other bad deeds. "Cider is not a safe drink, because it contains alcohol." "No one should ever drink beer, for it is poisoned with alcohol."

"Beer drinking, spoils a boy's chances of being a strong, wise or good man. The alcohol in the beer dulls his mind. He cannot learn his lessons as well; he cannot even play as well, because he is not as strong as he would be without the beer."

"We should not drink home-made beer, for it contains alcohol."

"Did you ever see a man who had used a great deal of strong drink for a number of years?" "If so, you have noticed that he had red eyes, red cheeks, and a red nose."

"It was once thought that if people would use 'light wines'—that is, wines like claret, which contain only a small quantity of alcohol—they would not want the stronger liquors, and there would be less intemperance. But that does not prove to be true."

"Facts gained from wide observation show that beer, more than any other liquor, tends to make the drinker brutal. It seems

to deaden conscience, and blunt the finer sensibilities, and thus prepare a man for committing crime. True to its nature, the alcohol in the beer makes the drinker crave more beer to get more alcohol. In Germany, Belgium, and other countries where beer is almost a universal beverage, drunkenness is becoming more and more a curse to the land."

OPPOSITION TO THE BILL.

The board of education passed a resolution on June 6, expressing its disapproval of the bill and requesting the governor not to sign it, but he did.

The teachers object to further teaching of this branch, on the ground that it will lessen the time to be devoted to instruction in fundamental studies.

"We have too little time now," they say, "to teach the things which must lay the foundation of a child's education. I have been used for several years to giving my pupils 'health talks' two or three times a week, after the opening exercises in the assembly room. In these the injurious effects of narcotics and tobacco are dwelt upon sufficiently to impress the child with their meaning."

The teachers prefer to give their instruction orally, as more effective, but this law compels us to burden the babies with a book as soon as they know how to read, even though other instruction is given orally.

Wages of Teachers, Male and Female.

The *Gazette*, of Cedar Rapids, Ia., recently printed a very sensible editorial on the "Fallacy of Averages" as regards the wages for school teachers. It contains so many points worth thinking over that we quote part of it here:

"The fallacious theory of averages is a stumbling block to many. The face of the statement shows that everywhere men receive higher wages for the same work than women. All school teaching is supposed to be the same. Herein is the error. Women have banished the men from the primary city schools, and few men teach in the rural districts during the summer. City and county superintendents are usually men and these places are better paid than subordinate positions. But the line of work is different if not more difficult. The of average between wages paid women principals of ward schools and wages paid primary instructors would show a wide difference, and yet these statisticians have not cared to enter into an analysis that would have proved their statistics valueless. There is no information to be derived from a general average as applied to such cases, but rather the figures are made to deceive because the comment is lacking. Men and women teachers are paid about the same for similar work."

"Again these commentators assume that the public is to blame because teachers receive small salaries. This is notoriously incorrect. Over-zealous aspirants for positions who cut wages to secure employment are to blame. The *Gazette* knows that young men offered to teach Linn county schools during the present winter at less than \$30 a month and board themselves. That is the cause of low wages. Too many young men are anxious to engage in teaching, clerking, bookkeeping, and other 'gentle' occupations when these branches are overcrowded. There is always room and good pay for expert mechanics but such work necessitates the wearing of rough clothes and other heart-rending humiliations to the modern young man. There may be judgment shown in teaching school at \$15 per month, when \$18 per week might be made in a machine shop or \$100 per month on a locomotive, but some old fogies fail to see it in that light. The wages derived from teaching school are not calculated to support families and allow a man to make that his life work, and the young man might better begin to consider his trade or other mode of earning a living early in life. Just so long as there are 200 people desiring to teach 100 schools, wages will not show any great advance."

Representative School Boards.

The *Indian Journal of Education*, published at Madras, referring to an article on the appointment of school commissioners, in *THE SCHOOL JOURNAL* of March 16, says:

"From *THE SCHOOL JOURNAL* (New York and Chicago), we gather that in some American cities the mayor has the duty of appointing a school board, and it is often a source of complaint that he appoints his own friends, instead of carefully choosing the people best fitted to discharge so important a function. The following paragraph describes an amusing form of procedure invented by a certain mayor. The plan does not seem a bad one, a decidedly representative board must at all events have resulted:"

"In a certain large city, where the appointment of members of the board rested with the mayor, that newly elected official went at his task in a systematic and thoughtful manner. He studied the conditions of his constituents and classified them as follows:

German,	Physician,	Roman Catholic,	Democrat,
American,	Merchant,	Jew,	Republican,
Woman,	Politician,	Free Thinker,	Prohibitionist,
Irish,	Lawyer,	Protestant,	Mugwump.

Then he selected a man, one of his personal friends, whom he thought quite well fitted for the position. This man was a German, a physician, a Free Thinker, and a Mugwump. That allowed him to cross off those four classes. His second choice was an Irishman who was a politician, a Catholic, and a Democrat. Off came four more divisions. He next found a

man who was an American, a lawyer, a Protestant, and a Republican. Three more classes off. His fourth choice was a woman, a Methodist, and a Prohibitionist. His fifth and last selection was more difficult. He must find a popular man who is a merchant and a Jew. This may be an easy matter and it may not. The best man for the schools is lost sight of, for the mayor must have regard to all classes of his supporters."

It would be amusing to form an imaginary school board for Madras on these principles, making the number of members as small as possible. The classes would be something like this:—

Hindu,	Physician,	Official,	Native Christian,
Mahomedan,	Merchant,	Woman,	Brahmin,
Englishman,	Congress man,	Protestant,	Sudra,
Eurasian,	Anti-Congress man,	Catholic,	Non-Official Member of Council.

New York's Centennial Academy.

Lansingburg academy was chartered by the Regents in February or March, 1796, in response to a petition of Levinus Lansing and others. The charter, a venerable document written upon parchment and authenticated by a heavy waxen seal dangling from one corner, is signed by John Jay as Chancellor of the University and Dewitt Clinton as secretary. Lieutenant-governor Stephen Van Rensselaer and General Philip Schuyler were the first visiting committee of the Regents to inspect the institution. They must have reported favorably, for on March 6, 1797 in the annual report to the legislature the Regents say: "Lansingburg academy has forty scholars who are instructed in the English Grammar and Language. The trustees have provided a convenient Building consisting of two Rooms on the first and three on the second floor, but as yet unfinished, and they have contracted with a Person to teach the Latin Language and from the increase of Lansingburg and other towns in the vicinity and the zeal of the Trustees, the committee was induced to pay to them the sum [\$150, New York money] appropriated by the Regents during the last year."

At the time when Lansingburg academy was incorporated there were in existence only thirteen academies in the state, of which the nearest were the Washington academy at Salem, Washington county, and the Kingston academy. Of these thirteen, all have become extinct or have been merged in the public school system except Erasmus Hall at Flatbush and the Canandaigua academy, so that Lansingburg academy is now one of the oldest three academies in the state. According to the report of Secretary Dewey in 1893, it stood third at that time among academies not tax-supported, as to number of Regents credentials gained during the preceding year. In the same year it was the thirty-third among all the Regents' schools in that respect. Thus it may fairly be said to have held its own, as well as possible with its meager endowment of \$20,000, including lot, building and all its property.

The list of principals is as follows:

Chauncey Lee, 1798 (?) ; Thomas A. Thompson, 1803; Rev. Samuel Blatchford, 1804-1807 (?) ; Horace Galpin, 1811; John Bush, 1812-13; Norris Bull, 1814-15; George A. Simmons, 1816-18; Hope G. Dana, 1819; George A. Simmons, 1820-24; Rev. Horace Galpin, 1825; Alexander McCall, A. B., 1825-31; William Hadley, 1834; W. H. Hadley and E. B. James, 1835; Erastus Rowley, 1836-37; Ebenezer D. Maltbie, 1838-1847; Clark G. Pease, 1847-48; Rev. Cyrus Bolster, A. B., 1848-50; J. Hooker Magoffin, A. M., 1851-54; Rev. John Smith, A. M., 1855; Daniel J. Mann, 1859; Peter R. Furbeck, A. M., 1860-64; Rev. A. B. Whipple and Henry A. Pierce, 1865-67; Rev. A. B. Whipple, 1868-70; Mrs. Emma O'Donnell, 1870-72; Charles T. R. Smith, A. M., 1872 to the present time.

The original building, erected before 1786, stood on the west side of "The Green," now the village park, about midway between 12th and 13th streets. It was a two-story structure of wood, 42x28 feet, furnished with a balcony and a bell. The present building at Fourth avenue and Fourteenth street was erected in 1820, and though small, is very convenient and well adapted to its uses.

A training class for teachers has been maintained here for many years, and more than one-third of all the teachers at present employed in the 1st school-commissioner district of Rensselaer county have been members.

Training class, numbering 14, uses EDUCATIONAL FOUNDATIONS this year. The teachers are, C. T. R. Smith, M.A., principal, Mathematics and Rhetoric; Cornelia A. Smith, Preceptress, History and Literature; James R. Craighead, B. A., vice-principal, Latin, German, and Physics; Ethelwyn Curry, French; Jennie E. Murray, Assistant in English Branches; Helen J. Fancher, Piano.

Comfort in Travel

is realized in the highest degree on the famous fast trains of the Michigan Central, "The Niagara Falls Route," between Buffalo and Chicago in connection with through trains from the east. Passengers are granted the privilege of stopping off en route at Niagara Falls, or if time will not permit, can obtain from the car windows, or the platform at Falls View the grandest and most comprehensive view of the great cataract. All day trains stop five or ten minutes. For full information inquire of local ticket agents, or address W. H. Underwood, Eastern Passenger Agent, Buffalo, N. Y.

CHANGE, BUT NO IMPROVEMENT.

The new school bill is called "An act in relation to the common schools and public education in the city of New York." The board of education are discussing it, but it is expected that they will not sanction it. The bill lacks in several essential points. The main provision looks to the redistricting of the city for school purposes. That is to say, it proposes to abolish the present division by ward lines and to establish forty-five school districts of approximately equal size, each to contain not more than five school buildings. Thus the present powers of the local boards of trustees would be more equally distributed between board and board. But it is not proposed to curtail these powers. Indeed, it appears that they would be increased in some directions, as in the matter of the appointment of principals of schools.

FOR A NATIONAL UNIVERSITY.

WASHINGTON, D. C.—Another bill to establish a national university at Washington has been introduced in both the senate and the house. It provides for a university of the highest type, vests the government of the university in a board of 16 regents, with the president of the United States at its head, and a university council, embracing said board and 12 eminent educators, representing as many institutions of high rank and belonging to as many states, the regents to have charge of all business affairs, the council of all else.

It further authorizes the university to establish co-operative relations with other institutions of the country; prohibits partisan and sectarian preferences in any form; makes admission depend upon competency only, and so guards the degrees to be granted as to protect the interests of all collegiate institutions entitled to recognition.

Among the *ex-officio* regents the president of the N. E. A. is named.

We see no good reason for such an institution. If the United States really wants to do something for education let the effort be made to aid the common schools. Let a commission be appointed to report on the condition of the common schools before a national university is talked of.

MILWAUKEE, WIS.—The school board is making allowance in the new budget for the gradual introduction of manual training. The amount necessary is very small; still there is a feeling among the commissioners in the thickly populated districts of the city that the school barracks should be displaced by good school buildings before any new appropriation is made for the enlargement of the curriculum. Milwaukee's annual expenses for school purposes are not quite \$700,000.

BLACKSTONE, MASS.—The school board have added typewriting to the business course in the high school of this town. A No. 6 Remington Standard typewriter has just been purchased and is in constant use every afternoon. Accuracy and care are insisted upon. When "country" high schools are adopting such practical helps, it speaks well for progress.

COUNCIL BLUFFS, IOWA.—The board of education has adopted a resolution which forbids the teachers in the city schools to give instruction to outsiders outside of school hours.

NEW YORK CITY.—The college class of grammar school No. 51, on West 44th street, has issued the first number of their *Courier*. It is handsomely illustrated with half-tone portraits of Supt. Jasper, Prin. Ray, Commissioner Rogers, Dr. Nammack, and members of the board of trustees. The class is particularly proud of the artistic heading of the paper, which is the work of one of the editors.

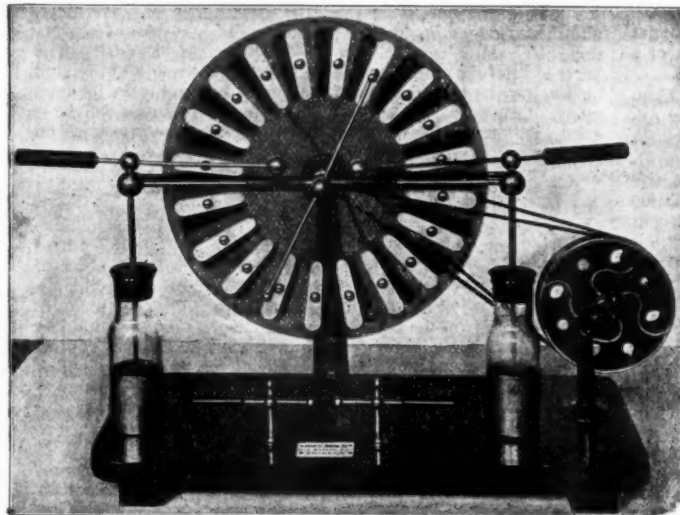
The "Christ Number" of the *Biblical World*, edited by President William R. Harper, of Chicago university, is a beautiful one. Half tone reproductions of famous paintings of Christ and the scenes of his childhood and later life printed on the best enameled book paper.

The third and last number of the first volume of the "Transactions of the Illinois Society for Child Study" has been published by the Werner School Book Co. Although not so large as the previous numbers it presents some attractive and essential additions. There are practical articles by Mrs. Lida B. McMurtry; Prof. Earl Barnes, of Leland Stanford university; Dr. D. F. Lincoln, of the University of the City of New York; and Supt. Minard, of Maynard, Ill. Other features of interest are Dr. J. Stanley Hall's "Child Study Syllabi" and the continuation of the English Bibliography on Child Study.

The Christmas number of THE SCHOOL JOURNAL is in some respects even more beautiful than its annual published in June, and its contents are such that every one at all interested in education will find it inspiring and instructive. The Christmas idea is carried through from cover to cover, editorials, contributions, illustrations, book reviews, advertisements, and all.—The *Christian Advocate*.

A New "Wimshurst" for Schools.

The Alfred L. Robbins Co.'s new model of this improved self-charging electrical machine, is a modification of the original "Wimshurst" generator. It has been considerably simplified, and its construction is more mechanical and compact than any instrument of the "Wimshurst" type yet put upon the market. It is especially adapted for experimental work in the class-room laboratory. The discharging electrodes are pivoted to readily swing outward, and are so arranged that the current may be led off directly from the electrodes, thus doing away with necessary supports and attachments. With this modification, great rigidity is given to the parts, and its compactness of form make it particularly desirable when the question of space in the physical cabinet is to be considered.



After a careful study of the various forms of this instrument, Mr. Robbins, who has been experimenting with various types of static electrical generators, for over twenty years, designed and constructed this instrument, which has been submitted to a number of leading scientists and teachers, both in Europe and America, and has been pronounced a considerable advance over anything made so far.

The instrument, as it is shown in the engraving, embodies some patentable features, which are fully protected by letters patent.

A very marked feature of this particular machine is the application of the current breaker attachment, by which means, sparks are simultaneously drawn from both upper and lower electrodes.

In construction it is mechanically perfect, being "built up" of the best materials—mahogany base, rigid iron supports, finely polished and nickel plated parts, etc. The Leyden jars are set in jackets and these firmly bolted to the base.

The machine is made in three sizes—plates 12, 10, and 20 inches in diameter. Larger and smaller sizes are furnished to order.

National Educational Association.

DEPARTMENT OF SUPERINTENDENCE, JACKSONVILLE, FLA.

Special rates have been announced by the Trunk Line for members of the above association who desire to attend the meeting, which takes place Feb. 18-20. The Pennsylvania and Southern railway, "Piedmont Air Line" the short line between New York and Florida, operating the model train, New York and Florida Short Line Limited, between New York and St. Augustine, leaving New York daily at 3.20 P. M. The train will be composed of Pullman's latest compartment cars, sleeping, dining, first-class coach and smoking cars, library and observatory, from New York to St. Augustine. For grandeur and solid comfort there is nothing in the world that surpasses this train. The compartment car is a model of perfection. The entire train is most elaborately furnished and the country through which the train travels is rich in magnificent scenery, and the one day which is consumed in the trip can be spent most advantageously in taking in the beauties of nature. The announcement of the new train two years ago was one of the great achievements of the Southern Railway "Piedmont Air Line," and the public are highly grateful and have and will continue to show their appreciation, to the evident satisfaction of those instrumental in reducing the time between New York and Florida to a minimum. Excursion tickets south have been placed on sale at very low rates, and those contemplating taking a trip to the Sunny Lands should call on or address R. D. Carpenter, General Agent. Alex. S. Thweatt, Eastern Pass'r Agent, 271 Broadway, New York.

Interesting Notes from School Reports.

Hopkinsville, Ky.—Annual report and course of study of the white public schools. Total expenditure \$13,199.45. Enrollment of pupils, 712. Average daily attendance, 510. Expense *per capita* based on enrollment, 15.92. In his report Superintendent Dietrich protests against the annual election of teachers. "I readily admit that a new or untried teacher should undergo a probationary period, and she having shown eminent fitness and efficiency in her work, is entitled to an appointment that is permanent during good behavior and satisfactory service. He recommends also a business course which shall give training in business arithmetic, bookkeeping, short-hand, and typewriting.

The institution of a sensible and attractive business course coupled with the work of the manual training school, is the practical solution of the question: "How can we keep our boys in the higher grades of our schools?"

State of Minnesota.—Second annual report of the inspector of state high schools. No. of state high schools, 86. No. visited, 86. Visited a second time, 21. Total enrollment, 9,402. Increase for the year, 1,425. No. of graduates, 953, increase over last year, 160. No. of instructors, 288. No. of classes, 1,945. Total expenditure for library purposes, \$8,675. Total expenditure for scientific purposes, \$12,602. Inspector Alton says: "The purpose of science in the high school should be not merely nor primarily information, but habits of scrutiny or thought. It is a great thing to go through the world with intelligent eye-sight, for instance, but a beginner does not know how to look or what to perceive or what use to make of what he does see. . . . The relative amount of time to be given to sciences seems to me to be secondary, provided that whatever scientific work we do undertake be calculated to give the best methods of investigation and to call forth typical scientific thinking."

Regarding the outlook for the high schools of the state, the inspector reports a wide-spreading public conviction that the high schools are worth paying for. Notwithstanding the financial stress, the support of the high schools has been generous.

Portland, Oregon.—Twenty-second annual report. No. of pupils registered, 10,554. No. of teachers, 230. The libraries have 2,998 volumes, a gain of 2,198 in one year. Supt. Pratt makes a plea for the longer tenure of office for the superintendent and teachers, arguing that a teacher elected from year to year will not teach so well nor govern so wisely from a dread of incurring the displeasure of the principal or teachers. All teachers are required to meet once each school month, under the supervision of experienced grade leaders.

Brooklyn, N. Y.—Fortieth annual report of the superintendent of public instruction for the year ending Dec. 31, 1894. Total No. of schools, 104. No. of new sittings added, 1,938. No. 88 organized as a primary school, was opened, and additions of 20 and 18 class-rooms were made to schools No. 26 and 43. Three new buildings were erected in the annexed districts. No. of pupils registered, 112,518. Increase during the year, 10,305. Average daily attendance, 94,361. No. of pupils in training school, 104. No. in high schools, 2,879. Average No. of pupils to a class in grammar grades, 40, in primary grades, 56. No. of teachers, 2,287, an increase of 170. There is one supervisor who does not teach regularly to every 12 class teachers. This the superintendent regards as very expensive, and in some cases injurious to the schools.

In the grammar grades there were 3,767 children over fifteen years of age, who should have been in the high school. Supt. Maxwell charges their failure to be fitted for the high school to the great size of the primary classes, where they cannot receive the proper attention from their teachers.

The manual training school was opened in February, with a good equipment of the machinery and apparatus required up to the end of the second year course. The third is still to be provided for.

The training school has graduated 538 pupils. The superintendent recommends that in order to increase the usefulness of this school the course be extended to two years, and that all persons who have not had successful experience in teaching for at least three years, shall be required to pass through the training school or one of equal rank before receiving a permanent certificate.

The attendance officers made 30,588 visits, and investigated 9,331 cases, 2,497 of which were re-investigated. 1,812 children were found to be truants and returned to school, and 62 were placed in the Truant home.

The total expenditure for school purposes was \$2,843,447.71. Average cost *per capita*, based on daily attendance \$4.32; on total number of different pupils instructed \$2.92.

Buffalo.—The annual report of Supt. Emerson contains much matter of vital interest to the teachers of that city. Hereafter the examinations given to teachers will be more directly on the subjects they have to teach as elementary drawing and upon discipline and management. The charter gives the superintendent the authority, to say to a certain extent, what the examinations shall be, although the general management is in charge of the board or examiners. Teachers will have an opportunity to prepare themselves for examination in these subjects.

A still more important matter to the teachers is the law which provides that after Jan. 1, 1897, no teacher shall be employed in the public schools of any city in the state, who has not at least three years successful experience in teaching, or who is not a graduate of a high school had academy, or other institution, and has had at least one year of professional training.

Supt. Emerson thinks that the law will make necessary some provision for supplying teachers, as the normal school cannot furnish teachers enough. He advises the establishment of a training class in connection with the high school.

Discussing the question of truancy, he expresses his determination to carry out the law more fully, and recommends that an unoccupied school-house be repaired and used for a truant school.

The superintendent makes a strong plea for more than a knowledge of reading, writing, etc.,—a kind of instruction which will develop the moral nature. As a means he suggests observation lessons on nature study and the use of child-literature, such as folk-stories, biography, poetry, and history. Among other improvements he recommends a fund for retiring teachers, and the appointment of a supervisor for the grammar grades. The total expenditure has been. \$739,026.54. Notwithstanding that free text-books, the primary supervisor, and the board of examiners have been added during the last four years, the cost per pupil is less than four years ago. This saving has been brought about by the partial re-organization of the department.

Brooklyn, N. Y.—Fourth Annual Report of the Brooklyn Free Kindergarten Association.

Denver, Colo.—Course of instruction for the primary and grammar grades in the North side schools.

Annual Meeting of School Superintendents.

Atlantic Coast Line and Plant System offer superior service and quickest time to delegates attending the annual meeting of Superintendents of National Educational Associations to be held at Jacksonville, Fla., February 18, 19, 20, 1896. This is the only line via Richmond, Va. This is also the route of the celebrated "New York and Florida special." (Exclusively Pullman vestibuled trains between New York and St. Augustine, via Jacksonville. This makes only one night out between Boston and St. Augustine. Two other trains daily. Through Pullman sleepers via Washington and Richmond on all trains. For full information, tickets, directions, etc., apply to Jacob H. White, E. P. A., Atlantic Coast Line, 229 Broadway, N. Y., or J. J. Farnsworth, E. P. A., Plant System, 261 Broadway, New York.



A STRANGE NURSE.
From "Nursery." (Estes and Lauriat.)

New Books.

The distinguishing feature of *The Academy Song-Book*, intended to furnish music for all occasions in the daily life in schools and colleges, is the range and variety of selections. There are patriotic and national songs, familiar songs, songs of devotion, selections for chanting, and miscellaneous songs. There are nearly three hundred pages of the best music of the best composers and songs of the master song writers covering every phase of life. Among patriotic selections are given hymns and songs that have stirred the hearts of all nations, our own being well represented. The college songs include many that are sung among English-speaking students here and over the sea. The selections were made by Dr. Charles H. Levermore, and the introduction, comprising outlines of a system of instruction in vocal music, was prepared by Frederic Reddall. The latter is carefully graded and in the hands of a teacher of tact and ability, may be used to ground the pupils thoroughly in the elements of the science of music. The hundred questions will be a great aid in reviewing the work and impressing the principles on the memory. (Ginn & Co., Boston.)

The Cortina books for the use of Spaniards learning English and for English-speaking persons learning Spanish are well-known and prized. The same author, R. D. de la Cortina, has another book, intended for schools and for self-study, entitled *French in Twenty Lessons*. It is revised by Prof. J. Leroux, of the U. S. military academy. The method is one that may be applied in the case of children as well as adults. The plan includes a detailed study of the alphabet and of French pronunciation, the free use of dialogue, a figured pronunciation in English equivalents, a literal translation of all French idioms, and a free one of all dialogues, etc. This text-book does much to smooth the way for the rapid acquisition of this elegant language. (R. D. Cortina, 111 West 34th street, New York.)

A series of books under the name of the School Classics provides supplementary reading for Latin classes in secondary schools. In one of these is an adaption of a portion of the *Conloquii* of Erasmus made by Victor S. Clark, Lit. B., non-resident fellow, of Chicago university. In addition to correction of the orthography and changes made necessary by the abbreviation of the text, the editor has furnished introduction, notes, and vocabulary. (Ginn & Co., Boston.)

The Royal Graduated Drawing Cards consist of seven packets of about forty cards each. They begin with lines—perpendicular, horizontal, and diagonal—and proceed gradually to squares, oblongs, crosses, and other figures. The work is both freehand and drawing to scale. The advantage of these cards is that they give perfect and well graded copies. The teachers can distribute them among the pupils in accordance with the progress they have made in drawing. (T. Nelson & Sons, London, Edinburgh, and New York.)

The best teachers nowadays know that a great deal of arithmetic can be taught in connection with science, and especially with geography. Arithmetic learned in this way interests the pupil and is therefore remembered. He sees the practical side of the subject. *Mathematical Geography* is rather a difficult subject, yet Silas Y. Gillan has greatly simplified it in his little paper covered book of fifty six pages. After preliminary exercises in form, he considers the earth's form and motions, the seasons, the calendar, standard railway time, United States land survey, different kinds of maps, the sun's motions, etc. The matter is well illustrated with tables and diagrams, and there are test questions and rules for working out problems. This book will supply just the material that many teachers have been looking for. (*Western Teacher*, Milwaukee, Wis.)

The great object of the teacher, especially the teacher of young children is to direct their observation. Information should not be poured in, but they should be shown how to find out things for themselves. This has been the aim of Isabella G. Oakley in her

Simple Lessons in the Study of Nature. As she herself says, "I have sought to relieve the teacher's work and to refrain from doing the pupil's thinking." She has not sought a scientific presentation so much as to present to the child in a way suitable to his understanding the subjects in zoology, botany, and, to a certain extent in physics, in which he is interested. This is done by a series of questions to which he is to obtain answers. The physics, to a large extent, takes the form of experiment. This is the way the best colleges teach science. There is a great advantage in beginning in the primary school the study of nature by this method. The book it should be understood is a pupil's book. It is pre-eminently fitted to arouse self-activity. (William Beverley Harrison, 59 Fifth avenue, N. Y.)

The idea of stamping thick white paper so as to bring out all the topographical features of a continent or country was a very valuable one and it has brought remarkable results to hundreds of schools. *Klemm's Relief Maps* are among the best geographical helps to be obtained. The surface being left blank the pupil can exercise his memory by filling in the names of countries, rivers, cities, mountains, etc. Although they were marvels of accuracy at first they have been improved from time to time so as to bring them as near perfection as possible. We have received relief maps of Asia, North America, Orient and Holy Land, South America, and the United States. The amount of detail of mountain and river systems on these maps is surprising.

A bas relief (head) has been made of the same material, by Katharine T. Prescott, after Hondon's celebrated statue of Washington. It is life size and every line is brought out as distinctly as if it were of marble. Commissioner Harris wrote recently: "I thank you very much for a copy of your new bas-relief of Washington. I am delighted to know that you have published such a piece of art, and that it is to be had at a very cheap price for schools." Thousands of schools ought to be furnished with this before Washington's birthday. (Wm. Beverley Harrison, 59 Fifth avenue, N. Y.)

When Ludovic Halevy wrote one of his most charming novels, on the display of an immense fortune by the wife of an American millionaire, of whom very little is seen, and her desire to account in high society abroad, he little thought that his *Abbé Constantin* would be considered a text-book suited to most of our boarding-school and high school girls. But as it has become such, the new edition, by D. C. Heath & Co. with explanatory notes by Thos. Logie, Ph. D. is an advantage upon the former edition which cost more and had no notes. SULZBACHE.

Formerly we had, for use in schools and colleges, only the little print of the Classics de la Bibliothèque Nationale. William R. Jenkins, New York, has for several years, in his 25 cents edition, rendered popular the works of Corneille and Racine, in larger print, with less faults than the Parisian edition, and followed with notes by the best French professors teaching in this country. *Athalie*, by Racine has just appeared with notes by C. Fontaine. SULZBACHE.

It was a good idea of Prof. Wm. L. Montague and Wm. R. Jenkins, the publisher, to make *La Fille de Roland*, par Henri de Bornier, accessible to the French departments in our colleges, by a cheap edition. The drama occupies a prominent place in the contemporary French literature and the repertoire of the Theatre Francais, and should be known to college students. The historical notes, the biography of the author and his *fatum libelli* are well elaborated by Prof. Montague, and will be read with interest by the university student, though he may silently protest against a re-calling of the ordinary grammar-rules.

SULZBACHE.

The Academic French Course, first year, by Antoine Muzarelli (American Book Company) is excellent. It is particularly well adapted for high schools and college preparatory schools, and will do a great deal of good, wherever it is adopted, not only to the students, but the teachers also. This book introduces the student gradually into a correct use of the French language in writing and speaking. It is the theoretical and natural method combined; but a great deal will depend upon the skill, the patience, and the tact of the teacher. The author has had the courage to omit, for the first year, what is uselessly embarrassing to the pupil's mind. For instance the *Past-definite* so difficult for American students, and of no use in conversation. On the other hand he insists upon a loud pronouncing on the part of the teacher and its repetition, sound for sound, by the class and individual pupil.

SULZBACHE.

The seventy short *German and French Poems* for memorizing with the music to some of the German poems, by Henry Holt & Co. are the most touching and best known in those two countries. The little book recommends itself to all who have some knowledge of German or French. The examination department of the University of the State of New York has divided the contents for use in a three years' study of these languages in schools. Those teachers who think it wise to employ a less rapid and different method than this division would require, will change and sometimes reverse the chronological order, even pass over some of the love songs.

SULZBACHE.

In reading the volume entitled, *James Rennell, and the Rise of Modern English Geography*, by Clements R. Markham, C. B., F. R. S., edited by Sir Henry E. Roscoe (Macmillan & Co.) we learn that James Rennell was the greatest geographer, that England has yet produced. He was an explorer, both by land and sea, a map compiler, and he made a deep and earnest study of physical and comparative geography, and hydrography. In early youth, he served upwards of seven years as a midshipman, and he owed the foundation of his knowledge, and his capacity for work to this experience. Young Rennell had ever acted up to the motto of Prince Henry the Navigator, *Talent de bien faire*, he never spared pains and he always did his best. Success was the result. He acquired all the qualifications necessary for his work, having a profound knowledge of all the work of exploration and discovery previous to his own time. He had the critical faculty highly developed, and the power of comparing and com-

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binning the work of others, of judging the respective value of their labors, and of eliminating errors. In all his discussions, his sole object was the establishment of truth, and not the triumph of victory. He adapted himself to the level of all who consulted him, and he had the happy art of correcting their errors without humiliating them, and of leading them to truth without convicting them of ignorance.

In 1820, Major Rennell was the acknowledged head of British geographers. Travelers and explorers came to him with their rough work, projects were submitted for his approval, reports were sent to him from all parts of the world. He presided over the results of the work of geographers, formed a central rendezvous for help and advice, and at his death, the formation of a geographical society to supply his place became a necessity. The account of his life, as presented in this book, may be described as a series of dangers, disappointments, and hardships, rewarded with success.

The book was compiled from manuscript volumes of family history, containing numerous memoranda of great interest, several letters from India, and the Thackeray family history containing notices of Major Rennell and his family. Other authorities are the works of Rennell himself, and of his critics; and the history and memoirs of the time.

MARY PROCTOR.

The American University Magazine for December contains several articles of timely interest. The article on the "Advantages of French Universities for American Students," by Prof. Antoine Muzzarelli, is a discussion that was started a few months ago in this magazine as to the advisability of post graduate studies in France. This important question has received too little attention in America. The history of Lafayette is continued with illustrations and an extended account of the N. Y. University law school has been begun by Leslie J. Tompkins. Portraits of many prominent N. Y. lawyers appear who are graduates, and New York's old law school makes a surprisingly good showing. Of the other articles, "The Harvard Medical School," "Athletics at the University of Michigan," "University Societies" and Rossiter Johnson's editorials are entertaining and interesting. John B. Holmes' comments on "Intercollegiate Athletics" are exceptionally strong this month and contain a critical and comprehensive review of the foot ball season.

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New Books Received.

FOR TEACHERS AND SCHOOLS.

HOUGHTON, MIFFLIN & Co.—Froebel's Gifts. By Kate Douglas Wiggin and Nora A. Smith.—Silas Marner; The Weaver of Ruveloe. By George Eliot. (\$.40.)—Tom Brown's School Days. By An Old Boy, (Thomas Hughes. (\$.60.)—Two Years Before the Mast; A Personal Narrative. By Richard Henry Dana, Jr. (\$.60.)—Uncle Tom's Cabin. By Harriet Beecher Stowe. (\$.60.)—Ivanhoe. By Sir Walter Scott.—Architects of Fate, or Steps to Success and Power. By Orison Swett Marden. (\$1.50.)

AMERICAN BOOK CO.—Elementary Lessons in Zoology. By James G. Needham, M. S. (\$.90.)—Zoology for High Schools and Academies. By Margaretta Burnett. (\$.75.)—The Vicar of Wakefield. By Oliver Goldsmith. (\$.35.)—Stories of American Life and Adventure; Third Reader Grade. By Edward Eggleston. (\$.50.)—The Comedy of As You Like It. By William Shakespeare. (\$.20.)—Bilder Aus der Deutschen Litteratur von J. Keller. (\$.75.)—Herr Omina. By J. Matthewman. (\$.25.)—Traumerei. By Richard Leander. (\$.35.)—Cornelius Nepos. By Thomas B. Lindsay, Ph. D.—Stories from Aulus Gellius. By Charles Knapp. (\$.30.)—The First Greek Book. By Clarence W. Gleason. (\$1.00.)—Latin Lessons. By E. W. Coy. (\$1.00.)

D. C. HEATH & Co.—The Heart of Oak Books. By Charles Eliot Norton. 6 vols.

LONGMANS, GREEN & Co.—Algebra for Schools and Colleges. By William Freeland. (\$1.40.)—John Milton's L' Allegro, Il Penseroso, Comus, and Lycidas. By William P. Trent. (\$.75.)

GINN & Co.—Outline of The Philosophy of Literature. By Greenough White, Part I.—French Prose—Places and Peoples. By Jules Luquiens.—Political Economy. By Robert Ellis Thompson.—The Science of Drawing in Art. By Anne Osborne Moore.

D. APPLETON & Co.—The Songs and Music of Frederick Froebel's Mother Play.—By Susan E. Blow. (\$1.50.)

CENTRAL SCHOOL SUPPLY HOUSE.—Short Talks on Our National Flag. By S. M. Dick.

J. B. LIPPINCOTT & Co.—English Grammar. By Florence Breton, Second Edition. (\$.40.)—Elements of Modern Chemistry.—By Charles Wurtz, revised and enlarged. By Wm. H. Greene, M. D. and Harry F. Keller, Ph. D. (\$1.80.)

THE WOOLFALL CO.—The Youth's Dictionary of Mythology. By Edward S. Ellis, M. A. (\$.50.)

BIBLE KINDERGARTEN & MUSIC CO.—Bible Object Lessons and Songs for the Little ones. By Lillie E. Affoter and F. E. Belden. (\$1.50.)

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Miscellaneous.

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A. C. McCLURG & Co.—That Dome in Air. By John Vance Cheney. (\$1.25.—Our Industrial Utopia and Its Unhappy Citizens. By David Hilton Weeler. (\$1.25.)—Europe in Africa in the 19th. Century. By Elizabeth Wormely Latimer. (\$2.50.)

LEE & SHEPARD.—The Boston Charades. By Herbert Ingalls. (\$1.00.)

THE CENTURY CO.—The Century Illustrated Monthly Magazine, May 1895 to October 1895.—St. Nicholas. An Illustrated Magazine For Young Folks, conducted by Mary Mapes Dodge. Vol. I.—II.

F. TENNYSON NEELY.—If We Only Know, and Other Poems. By Cheiro.

HARPER & BRO.—Methods of Mind Training. By Catharine Aikeu.

Fall and Winter Associations.

Jan. 2, 3, 4. California State Teachers' Association at Oakland.

Feb. 18-20. The meeting of Department of Superintendence at Jacksonville, Fla. President, Supt. L. H. Jones, Cleveland, Ohio.

Feb. 28-29.—Sixth Semi-Annual Meeting of the New York State Art Teachers' Association at the Teachers' College, New York City. Walter Goodnough, Brooklyn, N. Y., Pres.

July 7-11.—National Educational Association at Buffalo, N. Y. President, Supt. N. C. Dougherty, Peoria, Ill. Secretary, Irwin Shepard, Winona, Minn.

Improved Freight Service South.

In keeping with the general policy adopted by the Southern Railway since its reorganization, the Management have instituted an entirely new freight service which will, no doubt, be welcomed with delight by all southern merchants and shippers. Taking effect on the 31st of Dec., 1895, this road will operate both North and South bound in connection with the Old Dominion S. S. Company, from Pier 26, N. R., N. Y. City via Norfolk (Pinner's Point), Va., instead of via West Point, Va., as heretofore;

and while this change in itself is a manifest advantage, the officials have gone even further by introducing a daily steamer service from and to this port, which will be the means of their being able to make from twelve to twenty-four hours less on all freights to any point in the South and Southwest, as former service was only a tri-weekly one.

The freight lines thus operated are the Piedmont Air and Paint Rock Lines, both popular for years past as fast freight lines South.

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Drexel institute was planned by a great banker; his desire was to make suitable provision for the instruction and education of young men and women in the elements of sound knowledge. Mr. Seymour Eaton, the head of the business department, has published his method of work with and for his large classes. *Banking, Securities, Transportation, Insurance, and Foreign Trade* is a text-book for schools and colleges, and shows a thorough knowledge of the mechanism of business put in a clear and simple way, that cannot fail to give to those who study it a better insight into the mysteries of trade than can be got by months of mere mechanical and routine work in a counting house or behind a desk. Professor Eaton has simply turned to a good use his experience as a teacher at the Drexel institute; his book is a summary of the matters on which he found that his pupils needed a good hand book. Hundreds of others now can profit by the lessons taught at the Drexel institute.

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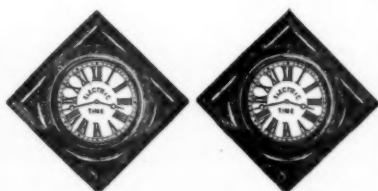
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Interesting Notes.

We have heard much, especially of late, of the diverting of public treasure to private gain by Chinese officials of all ranks, and the pitiable evidence of it in the failure of the Chinese army and navy to be ready for the inevitable struggle with Japan is too recent and convincing to be disputed; but, on the other hand, we can only wonder at the power of this law of responsibility which, in such a land, enables the remotest province to transport its dues to Peking in solid silver, by the simplest means, without loss by the way and without the protection of a single soldier. Nothing impresses one more with the absoluteness of this power as applied to transportation than to meet a line of pack mules, horses, or camels, loaded with silver bullion. The silver is usually confined in rough logs of wood that have been split, hollowed out, and then bound together, and each load is marked with a little flag of imperial yellow, stating the amount and destination. That is all the protection there is except the ordinary drivers, who carry no weapons, and are attended by no guard. In what other land on the face of the globe could the same be done?—*Century*.

Thursday is the day for drilling with beach apparatus. A pole planted in the sand represents the mast of the wrecked ship. The beach apparatus, beach-cart, hawsers, guns, lines, blocks, and buoy are all run out in short time and all the maneuvers gone through with, as if in actually rescuing a crew; from the time the word "action" is spoken by the keeper till the

supposed rescued man is brought to the supposed beach, only six minutes have passed! It seems almost incredible, but their training has made all the men models of promptness and obedience. After this drill the crew returns the beach apparatus to the station, leaving everything, as usual, in order.—*St. Nicholas*.

Right in the heart of New York city, says *Harper's Round Table* for Dec. 24, there is a modern labyrinth, and, though not infested with a monster like the Minotaur, still were it not for the Theseuses who control this labyrinth probably as many lives would be sacrificed yearly as the Minotaur demanded. It is the New York Central railroad yard in which this modern labyrinth is situated. Here amid countless switches hundreds of trains move in and out daily. In a small tower house (according to the yard-master, the busiest in the world) you will find the men who control the switches standing before a long iron key board. With quick movements these iron keys are pushed in and pulled out, and oftentimes a combination of ten or fifteen all over the switch board are necessary to give a train a straight-away track. The more one watches the more he wants to understand the mechanism of this work.

St. Nicholas Magazine recently offered prizes for the best corrections of a misspelled poem. More than ten thousand answers were received, and the committee has been overwhelmed with work, the results of which and the names of the prize-winners appear in the January *St. Nicholas*. Answers came from all over the world,

from Turkey, from Egypt, and from Europe—from a little countess in Vienna and from the grandchildren of Emerson and Hawthorne in America. The committee reluctantly make the admission that the penmanship of the English and Canadian children excels that of Uncle Sam's boys and girls.

The December number of the *Progress of the World* magazine contains an unusual number of illustrations, including large half-tone portraits of all newly elected state governors and other important persons chosen for office in last month's election. The departments of "Science" and "Finance," are easily the most interesting. It is issued by the *Progress of the World Co.*, 156 Fifth avenue, N. Y.

What has been pronounced the most comprehensive summary yet published of the results and possibilities of the photography of moving objects, will be issued immediately by D. Appleton & Co., in the *International Scientific Series*. This is a book on *Movement*, by Prof. E. J. Marey, member of the French institute, and director of the physiological station of the College of France.

Thomas Curtis Clarke says in the January *Scribner* that the recent vote of New York in behalf of canal improvement is almost as important to the prosperity of the country as the original decision to build the Erie canal. His article will be an eye-opener to most readers in regard to the stupendous magnitude of our internal commerce.

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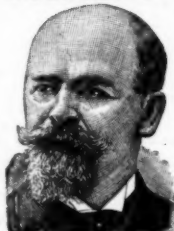
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Mr. Booth, who is a native of Ithaca, New York, has given the best years of his life,



RICHARD T. BOOTH.

and almost life itself, to the cause of social reform. As one result of his labors in his own and foreign lands, one million converts were enrolled. It is easy enough to write "a million converts," but it is not so easy to put in words "the battle sieges and fortunes" which such a conquest implies. Who can tell the toils and trials, the places visited, the miles of land and seas traversed, the expenditure of vital energy, the mental anxiety, the day journeyings and night watches that lie below those million converts, and of which they are the flower and crown.

It was in September, 1882, while holding a series of meetings in the London Tabernacle, made famous by the great Spurgeon, who was Mr. Booth's staunch friend and co-worker, that the first serious breakdown occurred. The strain of speaking nightly to six or seven thousand people was too much. He was taken to Broadlands, the country seat of the late Lord Palmerston, where he was nursed and cared for by his friends, Lord and Lady Mount-Temple, and from whence he was sent to the south of France. His lungs now gave way entirely, and after struggling for a year against his rapidly developing disease, he was sent to Australia by the late Dr. Sir Andrew Clark, Mr. Gladstone's medical adviser. It was in the *dry interior* of Australia that Mr. Booth regained the robust health that has never since left him.

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The "days of old" are again brought to the memory by *Hugh Melville's Quest*, a tale laid in the times when the Spanish Armada frightened England as she has not been frightened since. Well-written volumes that describe ancient history in an interesting manner are to be always welcomed; this volume will serve a good purpose by recalling days that were of prime importance in the making of the English nation. (J. B. Lippincott Company, Philadelphia.)

The Mermaid series includes a large number of volumes of the best plays of the old dramatists, the old text being reproduced literally, but the spelling and punctuation being somewhat modernized. One of these writers that Keats very much admired is *George Chapman*. His plays were popular in his day and will repay reading now. A volume of the best of his productions has been edited by William Lyon Phelps, instructor in English literature at Yale college. "All Fools" is given as Chapman's best comedy, the D'Ambois plays as most characteristic, and the Byronic series as the best examples of "that full and heightened style" which Webster admired. (Imported by Charles Scribner's Sons, New York. Cloth, 8vo, 479 pp.)

There is no objection to giving a sugar coat of romance to history if the facts are not distorted; on the other hand, there is a decided advantage, for the reader gets a more vivid idea of the course of events than otherwise. It will require quite a stretch of imagination for the youth of this day to go back to the time of the English civil war, yet the facts and the character in *The Young Castellan* are so well presented by George Manville Fenns that a deep and lasting impression will be made by them. The book is handsomely bound in light blue cloth and handsomely illustrated. (J. B. Lippincott Co., Philadelphia. Crown, 8vo. \$1.50.)

The Wise Woman, by Clara Louise Burnham, is a cleverly written story, dealing with a good many young people and several older people, some of whom are on anything but comfortable terms. How the different factions become friendly, and how the young people fall in love, and the older people give them their blessing, all owing to the tact and good management of the wise woman, makes an interesting history. (Houghton, Mifflin & Co. \$1.25.)

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OUR TIMES starts in the new year with a very bright number. The notable feature about it is the large amount of matter in relation to our own country. December was a very eventful month; the Venezuelan episode, probably the most striking occurrence, is treated at length. The portraits in the number include those of President Cleveland, ex-President Harrison, Speaker Reed, Senator Allison, Ambassador Bayard, Queen Christina, Alexandre Dumas, etc. Thousands of teachers and pupils use the paper. The study of current events now has a recognized place in the school-room. No paper is so useful as an aid as OUR TIMES. E. L. Kellogg & Co., New York and Chicago; 30 cents a year—25 cents in clubs.

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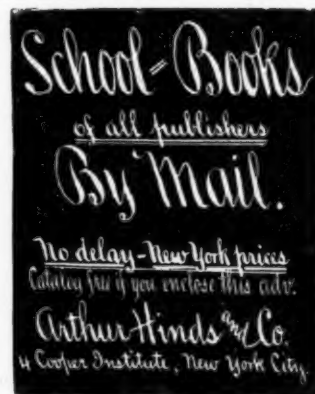
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